

PNLA QUARTERLY

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

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PNLA Annual Conference
Boise, Idaho
August 13-15, 2003

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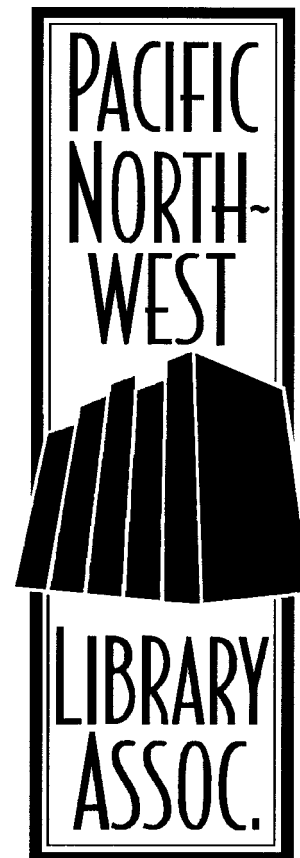
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Business

President's Message	2	Mary DeWalt
From the Editor	2	Mary K. Bolin
Call for Submissions	3	Editor
Submission Guidelines	3	Editor
PNLA Treasurer's Report	5	Robert D. Hook

Feature Articles

My Library <i>Needs</i> an Intranet: Some Technical Issues to Consider	7	Brian Rossman
Library Intranets as Knowledge Management Tools: Box of Tricks or Box of Junk?	9	Jan Zauha
Tapestry of Career Involvement: Weaving Dreams Into Realities	11	Rita Gibson
Teaching Library Research Skills: Online and at the Library	14	Yukiko Tosa and Thomas Long
State Libraries in the Pacific Northwest	16	Ann Joslin
Multicultural Stories: Preserving Oral and Written Treasures	17	Stan Steiner and Joy Steiner
Libraries <i>Are</i> Players in Economic Development	19	Patricia Nelson
Twenty Tips for Becoming More Computer Savvy: Or, How to Think Like a Systems Librarian	21	Doralyn Rossmann

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

PNLA QUARTERLY

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President's Message

MARY DEWALT



MISSION

The Pacific Northwest Library Association is an organization of people who work in, with, and for libraries. Its mission is to facilitate and encourage communication, networking, and information exchange for the development and support of libraries and librarianship in the Pacific Northwest.

Along with a committee of very talented and good-natured librarians from the Boise area, I had the pleasure (and admittedly, sometimes pain) of putting together this year's annual PNLA conference (Boise, Idaho, August 13-16). Throughout the conference planning and implementation process, I became acquainted with a vast number of amazing people working within our PNLA community. I discovered professionals from all types of libraries in the Pacific Northwest who are willing and able to share experiences and provide support services, not just once a year but on a regular, daily basis. I began to truly realize what a font of knowledge we all have to draw upon right here in the Pacific Northwest. While the knowledge base and professionalism of this year's presenters were very apparent to all, I also wish to credit their openness, generosity, passion for their work, and desire to inspire others.

Still, we must remember not to simply view these presenters as a resource but to look to one another as well. Although I fluttered around throughout the conference, I alighted upon the registration desk often and got to talk, albeit briefly, with a great many attendees, and I again found myself impressed by each individual's friendliness, extensive background, and variety of life experiences. No conference, even in forty formal sessions, could ever address the myriad issues that libraries and library staff face daily. But, through networking within the PNLA community, we can learn a great deal via impromptu, one-on-one discussions.

As new and difficult situations arise, regardless of whether we work in a large city system/university setting or in the remotest small town library/community college, always remember there is someone out there who is willing and able to lend a hand or an ear. Although conferences, like the one we have just completed, allow us to personally network with these extraordinary people, the PNLA Board or the PNLA listserv can help make connections as well. We need to remember, as this year's conference theme articulated, "bringing cultures, ideas, and services together" is what PNLA is all about.

From the Editor

MARY BOLIN

I'm pleased to have so many fine contributions of papers and presentations from the PNLA Annual Conference in this issue. Thanks to the authors for preparing and sending this material. It was great to see and meet so many people at the conference in Boise. If you weren't able to attend, I hope the papers in this issue will give you an idea of what a wonderful conference it was!

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Call For Submissions

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

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

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

Winter 2004 Issue (Deadline December 1, 2003):
Spring 2004 Issue (Deadline March 1, 2004):

There are no themes for these issues. Please submit any articles or items of interest.

Please email submissions to mbolin@uidaho.edu in rtf or doc format.

Submission Guidelines

Format

Please submit all documents as either a .doc or an .rtf

Font style

PNLA Quarterly publishes in the Verdana font, size 8.

Spacing and punctuation:

- Please use a single space after a period.
- Please use full double dashes (i.e., "--" not "--")
- Please place punctuation within the quotation marks.
- Please omit <http://> when quoting Web site addresses

- Please place titles within text in italics (not underlined).
- Please do not capitalize nouns such as "librarian" unless the word is included in a title.

Spelling

Web site, Internet, email, ILL; please use the spelling conventions of your country.

Citation Style

Please use whatever style you wish, but please do not use footnotes.

Additional Information

Please submit a 100-word biography and postal address with article.

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Pacific Northwest Library Association Treasurer's Report

FOR THE FISCAL YEAR ENDING
JUNE 30, 2003

Financially, the past year has been a moderately profitable one. This financial report is based on the budget approved on August 7, 2002, and revised by the board on November 1, 2002. This report includes the actual expenditures through June 30, 2003. Revenues have been higher than expenses for the past three years which shows that PNLA is financially sound today. This is reflected in the attached spreadsheet of the actual revenues and expenses. I believe that thanks are due to the board members for working to keep the expenses down. Equally important is the support that you have provided by being members of PNLA. Kudos are also in order for the past and current *PNLA Quarterly* editors who have done an excellent job of editing the journal while at the same time lowering the expenses for its publication.

PNLA's major sources of revenue are dues, Young Reader's Choice Award sales, and *PNLA Quarterly* subscriptions. Another source of revenue, the conference held in Missoula in August, was a great success and helped to keep the treasury financially strong. Another fund, the Intellectual Freedom Fund, continues to grow thanks to the generosity of those of you who have provided items and have bid in the silent auctions at the conferences. The silent auction at the Missoula conference generated \$1926 for the Intellectual Freedom Fund. The fund currently has a balance of \$5443. Money from this fund was used for programming at the Missoula conference. These funds have been used to help defray the costs of bringing the Keynote speaker Sherman Alexie to the conference to be held in Boise in August 2003. For the second consecutive year \$500.00 was sent to ALA for use in the Child Internet Protection Act (CIPA) legal fund. There will be another silent auction held at the Boise conference to help increase this fund.

A glance at the attached pie chart shows that dues, the Young Reader's Choice Award sales, and subscriptions to the *PNLA Quarterly* accounted for 93 percent of the revenues in FY 2003. Dues represent 66 percent of the total revenues. Remember that the organization cannot function without you. PNLA needs your help to keep the organization financially sound and to make it stronger through your involvement.

Finally, I would like to thank you for the opportunity to serve as the PNLA treasurer for the last four years. It has been a privilege to serve you in this capacity.

Respectfully submitted by
Robert D. Hook, PNLA Treasurer

PNLA FY2003 Budget with Actual Revenues and Expenses

	FY2003 Budget revised 11/01/2002	Total YTD Actuals
BEGINNING CASH ON HAND	\$8,164.06	\$8,164.06
REVENUES		
Dues	21,000.00	18,463.21
Subscriptions	4,000.00	2,032.10
Advertising	400.00	0.00
Back Sets	200.00	149.34
Young Reader's Choice Sales	6,500.00	5,610.41
Conference	5,000.00	6,021.26
Intellectual Freedom Fund	1,000.00	1,926.00
Interest	22.00	21.21
Adult Book Award	0.00	0.00
Miscellaneous		0.00
TOTAL REVENUES	38,122.00	34,223.53

cont.

Pacific Northwest Library Association Treasurer's Report - cont.

	FY2003 Budget revised 11/01/2002	Total YTD Actuals
EXPENSES		
Activities & Meetings:		
Board expense	12,000.00	10,175.68
President expense	1,500.00	576.50
Committees (YRCA)	4,500.00	4,876.58
Conference expense	4,000.00	5,000.00
Special payments (Leadership Institute)	2,500.00	288.00
Total Expenses	24,500.00	20,916.76
Memberships, Contributions, Honoraria:		
Freedom To Read	100.00	100.00
ALA Washington office	100.00	100.00
Professional memberships	180.00	110.00
Spectrum Scholarship Fund and CIPA legal Fund	200.00	700.00
Honoraria (Stipend)	1,290.00	1,290.00
Total	1,870.00	2,300.00
Publishing Activities:		
Quarterly	8,000.00	5,647.10
Other (i.e. Checklist)(Stipend)	<u>0.00</u>	<u>1,500.00</u>
Total	8,000.00	7,147.10
Operating Expenses:		
Communication	1,000.00	123.93
Printing & supplies	600.00	0.00
Maintenance (website, domain name, listserv)	300.00	406.62
Professional Services	300.00	357.85
Automation	0.00	0.00
Membership	400.00	234.73
Jobline	0.00	0.00
Insurance	152.00	152.00
Equipment purchase	0.00	0.00
Miscellaneous	<u>0.00</u>	<u>0.00</u>
Total Operating Expenses	2,752.00	1,275.13
Subtotal Expenses	37,122.00	31,638.99
Transfer to Savings	1,000.00	1,926.00
TOTAL EXPENSES	38,122.00	33,564.99
INVESTMENTS (carried over from previous year)		
Certificates of Deposit	11,131.08	11,131.08
Savings	5,301.76	8,801.76
Intellectual Freedom	2,000.51	5,426.51
Reserve (min. 9%, FY2001 Expenses)	2,586.00	2,586.00
Estimated Interest on investments		
Certificates of Deposit	245.00	244.88
Savings	39.00	34.57
Intellectual Freedom	<u>10.00</u>	<u>16.29</u>
Total Savings	21,313.35	28,241.09
ENDING CASH ON HAND	\$8,164.06	\$8,822.60

NOTES: Contingency must equal 9% of prior years expenses = \$2586 minimum for FY 2003
Based on expenses of \$28,733 for FY2002

As one of the speakers on the Panel Presentation *Librarian in a Box: Using Intranets for Knowledge Management* I was a little surprised at the response when the question was posed asking who in the audience was already using some form of intranet in his or her library: fully two-thirds of the attendees raised their hands! One of our panel members' goals when preparing the presentations was to convince librarians that intranets could be an invaluable means to reduce operating costs for a library, cut down on administrative paper documents, improve organizational communication, along with other benefits. Clearly, however, we were going to be preaching to the converted! Nevertheless, I feel we raised some excellent issues that resulted in a lively interactive session with good audience participation.

My specific role on the panel was to follow up my colleagues, who would have by this time convinced even the most recalcitrant that their libraries *needed* an intranet, with some down-to-earth technical issues that would need to be considered before implementing an intranet. I largely based my comments on a list of points compiled by Vipul Sheth entitled *10 Intranet Issues*, which can be found at the *Complete Intranet Resource* (www.intrack.com), a Web site that offers a wealth of information to anybody thinking about intranets. Most of the material at the *Complete Intranet Resource* Web site focuses on the business community; however, much of it is applicable to us in libraries too.

The most important step in implementing an intranet is good planning. Most intranets have evolved from something else into what they eventually become; however, planning before beginning to build an intranet or purchasing software will make it less likely that you will need to go back and fix problems that could have been avoided. An important aspect of this planning process is to decide exactly what it is you want your intranet to accomplish. Do you want it to merely be a Web site where you can post organizational policies, staff calendars, and phone lists? Or, do you want to have discussion forums and tools to capture organizational history or perform records management functions? Don't make your intranet more complicated than it needs to be. If you just need to post policies, a few simple Web pages may suffice.

Obviously an intranet is going to require financial resources. In the short term there will be costs for hardware (Web server, network connectivity, other hardware), software (operating system for the server, utilities, and other add-ons), and, perhaps most importantly, labor: somebody has to put this all together and make it work. This question of cost is quite different from how much it is *going* to cost: servers and the network may need to be upgraded to handle the increased traffic as your intranet grows; software will always need to be upgraded, and there may be fees associated with upgrades; and there are costs associated with publishing information on an ongoing basis and archiving it. If your intranet does eventually grow to a point where it will require some sort of redesign, there will be costs associated with this too.

To get started you may elect to try out a free software version of a solution you are considering. Montana State University (MSU) Libraries several years ago decided it wanted to add a discussion forum to its intranet and implemented the DiscusWare software—the free version. Years later we are still using this freeware; but, we have learned that the free version is rather limited in its functionality and are now seriously considering paying for the full version. There are a number of companies that will allow you to use free versions of their software and this will give you an opportunity to try-before-you-buy. Be aware, however, that you may not get all the bells and whistles of the full version and support may be non-existent.

For those on a really tight budget who might wish to set up a discussion forum for their library (perhaps to keep a reference desk log of difficult questions and answers) there are a number of free or almost free discussion forum Web sites that one could take advantage of: *Delphi*

cont.

My Library Needs an Intranet: Some Technical Issues to Consider

BRIAN ROSSMAN

Brian W. Rossmann is a Reference Librarian and the Government Information Specialist at Montana State University, Bozeman. Additionally, he chairs the MSU Libraries' Web Implementation Group (which oversees both the libraries' Internet site and intranet) and is the Electronic Information Coordinator.

He is a graduate of the School of Library and Information Science located at the University of Western Ontario, Canada. Previously he has held professional positions with Transport Canada, the Public Service Commission of Canada, Oklahoma State University, and Rice University.

My Library Needs an Intranet: Some Technical Issues to Consider - cont.

Forums (www.delphiforums.com) and *Yahoo! Groups* (groups.yahoo.com) are two examples that immediately come to mind. In a matter of minutes you could set up a personalized discussion group for your library. I can easily imagine small libraries or schools very successfully using Web sites such as these to essentially act as an intranet and it wouldn't cost them a dime! Just be cautious about posting sensitive or important information that you can't afford to lose since you do not have control over these companies' servers or Web sites.

Whatever type of intranet you choose, it needs to be manageable. Intranets can be a bear to maintain if they are allowed to grow willy-nilly. Perhaps the one person who initiated the intranet may find that managing it becomes overwhelming and tasks may need to be parceled out. Again, good planning at the outset will serve you well down the road: if the information on your intranet is well organized from the start you may not need to later purchase or install a search engine function to find that information. Automation can also be a big help in keeping maintenance to a minimum. For example, MSU has its employees' telephone numbers in various places on both its Internet and intranet sites; whenever there was a change it would have to be updated in a half-dozen different places. We eventually consolidated this information into a database and now when a change needs to be made it needs to only be made once in the database and it will be automatically reflected everywhere else.

Before getting your heart set on a particular software solution, do some investigating to learn how it will fit your existing systems. If your library's IT team is only running Unix boxes and the software you want needs to run on Windows 2000, it may be more work or cost more than its worth to implement that particular solution. Talk with your IT folks about these issues.

Training is another very significant issue that you will need to confront. Your IT department may need to learn some new systems, software, and even install new hardware. Perhaps the people you hope will be using your intranet will need to learn some new skills, such as Web publishing. Most librarians are pretty comfortable these days with basic html; but, are there folks in your organization who will be expected to maintain documents (such as policies or telephone lists) on your intranet who may require some training? Even if it's just saving an MS Word document as an html file and then posting it to a server, somebody who has never done this before will need to be shown how to do it. Also, there may be training issues surrounding migrating your existing information and documentation from the media it's currently in onto the intranet (for example, making spreadsheet data or databases accessible over your intranet).

You may wish to consider outsourcing the development of your intranet, if you can afford it that is. There are many companies that specialize in this type of development, and it could pay off in that you will be able to take advantage of the expertise and experience of professionals. Your intranet may indeed be up and running a lot faster if you choose to go this route. Just be certain that the consultants you hire fully understand what you want, that you get what you need, and that before they finish your staff is fully trained on the product.

If implemented appropriately, any intranet will enhance productivity. The extent to which it will do this will, to a certain degree, depend on what systems or media it is replacing. One cautionary note is to avoid duplicating efforts by continuing to do them the old way (in addition to doing them on the intranet); for example, if you have decided to use a discussion forum to replace the paper desk log at your reference desk, don't post messages to the discussion forum and continue to maintain the paper log. Finally, if your intranet design is too complex it may impede

productivity because everybody will be spending his or her time learning how to use it or playing with all its bells and whistles.

Security is a major concern with regards to intranets. An intranet will be as secure as its weakest link, which will usually be the people using it. This issue can be addressed by following good IT security procedures: use a secure server, firewall, password protected access, and physical security for the server. You may wish to consider having your intranet hosted on a *different* machine than your Internet Web server, since if it is on the same machine that may effectively open a back door to your intranet; indeed, if it is located on your Internet Web server it's even possible that Web search engines could wind up indexing your intranet!

After working through the planning process, one should be able to get an intranet up and running in fairly short order. Most libraries already offer an intranet-friendly infrastructure in the sense that most already have existing TCP/IP networks (i.e. they have Internet access). On the most basic level all you will need is a single networked computer on which to run sever software.

To learn more about intranets explore the *Complete Intranet Resource* Web site mentioned above; it includes good up-to-date lists of intranet vendors and software sources. Simply performing Web searches on phrases such as "intranet software" or "knowledge management software" will connect you with more information.■

If implemented appropriately, any intranet will enhance productivity. The extent to which it will do this will, to a certain degree, depend on what systems or media it is replacing.

Libraries employ many means of managing information for the public and for internal staff. One of the latest tools for knowledge management inside the library is an intranet. Similar to a public Web site, the library intranet is an evolving tool that can be both easy to use and difficult to maintain, or vice versa.

Exactly what is “knowledge management”? You hear the term used in many different contexts, but most frequently in the information technology and business literatures. A simple definition of knowledge management (KM) is that it is “the practice of researching, collecting and organizing an enterprise’s employees’ knowledge” (Santosus and Surmacz). This sounds like a no-brainer for libraries, doesn’t it? We live and breathe “researching, collecting and organizing.” But that doesn’t mean that we don’t have to make an effort when it comes to managing internal information.

It’s easy to see how libraries are using their public Web sites for the KM needs of patrons. Browse any number of library Web sites and you will see strong evidence of sophisticated structures, well-developed services, and robust communication lines—the hallmarks of KM. What is less evident is how successfully libraries are employing KM internally to organize their own “enterprise’s employees’ knowledge.”

The tool some libraries are now using for internal KM is an intranet, “a sophisticated internal Web site that puts information directly into the hands of individual staff members” (Murray, et al, p 115). Intranets in any context, whether in the corporate world, IT, or library land, present many opportunities and many potential pitfalls. An intranet can be just about anything an organization wants it to be—“a rich information ocean” (Fichter), or “just another type of container” (Chin, Intranet). They can be a box of useful tricks or a jumbled box of junk—depending on how much attention they receive.

Intranet Uses

The potential uses for a library intranet are many. Like a library’s public Web site, its intranet will have many different features in many different areas or “boxes.”

- **Group communication tool with a memory:** Who said what, when, and to whom? A forum or message feature can record threads of conversations for group access.
- **Policy tracker:** Rather than maintaining a printed policy manual that is constantly being reissued for updates, the intranet version can be easily searched and readily updated.
- **News & information source:** During a major project with daily changes (such as a renovation), an intranet can be used to give timely updates on key issues that impact public access or internal staff workings.
- **Staff calendar access:** Another great communication tool accessible from the intranet is the staff calendar that can note, not only events of internal interest, but stand as a record of who is in and who is out.
- **Library memory:** The intranet can serve as a handy electronic archive for various outdated but historically important public Web pages. What did your Web site look like in 1999? What problems do you want to avoid recreating?
- **Training tool:** if the library intranet mirrors the organizational structure in some meaningful way, it can be used to help new staff understand the lay of the land more quickly.
- **Gateway to selected resources:** The intranet shouldn’t try to reduplicate the library’s public Web site terms of linking to external resources; but it can be used to link to, for instance, key online reference sources and proprietary databases, which make efficient customer service more likely.

cont.

Library Intranets as Knowledge Management Tools: Box of Tricks or Box of Junk?

JAN ZAUHA

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Library Intranets as Knowledge Management Tools: Box of Tricks or Box of Junk? - cont.

The list of potential intranet uses could go on and on, I'm sure. An intranet is limited only by the amount of time and interest a library can devote to it.

Evolution

Whatever uses a library makes of its intranet, it is clearly a tool that is subject to change. It must evolve along with the organization or it will cease being useful. Many intranets, such as the one at the Montana State University-Bozeman Libraries, are an offshoot of the public Web site of the library. The same group that maintains the public pages may initially take on and experiment with putting together the library's intranet. Since this is often the group that has the most technical Web knowledge, this approach makes sense. Whether or not the intranet continues over time to reside in the hands of the public Web group should be a matter of careful consideration.

For one group to have the responsibility for maintaining two complex communication tools, no matter how similar the technology used in both, may simply be too tall an order. Because the time of the Web group may be taken up with the demands of maintaining the higher profile public Web site, the library intranet may take second place increasingly. After all, staff are more likely to be forgiving of broken links than the general public is, right?

The problems that can arise in an intranet that is neglected or poorly managed over time are many. As Paul Chin points out, "Containers can only hold so much before they either overflow or break apart, spilling their contents onto the floor. You'll then be left with a mess to clean up" (Intranet).

Symptoms of Intranet Problems

The list of potential problems that can plague an evolving or under-evolved intranet is as long as its list of potential uses—or longer. This is especially true if it was conceived of as somehow "self-maintaining"—like a "self-managed" team that lacks leadership and vision. An intranet, unlike the universe, cannot simply be wound up like a clock and then left to whir away. It needs attention in order for it to evolve in helpful ways.

Some of the symptoms or characteristics that typify a neglected intranet include:

- **Content starvation:** The intranet is big but has no real content because no one is taking ownership for maintaining meaningful content.
- **Inconsistent use:** The intranet is many things to some people and nothing to many others in the organization. A culture of uniform use has not been established.
- **No-man's land:** Because there's a lack of ownership no one is ultimately responsible for day-to-day maintenance and few in the organization have the power to add content or make changes. Obstacles of unknown origin stymie the efforts of those hearty souls who would like to improve areas of the intranet.
- **Jumble pile:** Information is added willy-nilly without concern for placement only for timeliness. Critical thinking has not been applied. Nothing is prioritized.
- **Garage syndrome:** Dated material is accidentally archived because there is no one responsible for removing it or organizing it. This may actually have benefit, but only if you can find that old odd bit of information you were looking for somewhere in the box of junk your intranet has become.

These symptoms of a suffering intranet can and will get worse and worse unless the problems are addressed.

Solving Intranet Problems

One of the first steps toward intranet recovery is naming the problems your intranet has. Paul Chin's article "How to avoid the dreaded intranet bonk" lays out ten top reasons why intranets hit the wall. Many of these may apply to your intranet, no matter what stage of evolution it is in currently:

- Lack of sponsorship
- Poor user interface
- Lack of dedicated team
- Emphasis on tool rather than process
- Masking flawed processes behind a new system
- Single-vision design
- Stale/irrelevant data
- Lack of ownership
- No intranet coordinator
- Lack of user acceptance

These bonks are all serious issues that, if unattended, will prevent your intranet from being an effective KM tool for your library. Perhaps all that is needed is some minimal re-organization to ensure that proper attention is being paid to the details of the intranet. Or perhaps it's time for a complete overhaul.

However you address the problems your intranet has developed, the important thing is to actually attend to the mess. If its contents have spilled all over the floor, don't just keep stepping over the puddle – stop and clean it up. No one else is going to!

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cont. on page 23

Libraries, by their very essence, promote life-long learning. When asked by others why we work in libraries, many of us reply that we love books and the quiet environment. Libraries draw us for employment because of our natural abilities and our interest in information sharing. We work in them, but do we *really* see and embrace the possibilities for nurturing our own knowledge, as opportunities to live our lives “learning as a way of being.” (Vaill) Schuman says that, “Librarianship is a profession of search and discovery ... we are knowledge navigators.” But, why just navigate for our patrons? What about navigating for ourselves? Have we forgotten our first love? If we begin to think in these terms, our jobs are no longer merely jobs anymore—they become a career. “Every profession, if it is to be meaningful, at least to its practitioners, must always be something of a calling, something to which we are impelled from within, that is, literally a vocation and not merely an occupation.” (Abraham Kaplan)

Do we feel this way about our jobs now, at this moment? If not, how can we? One way is to nurture our interests, and then become actively involved in our profession as “caretakers of ideas” (Fox), by sharing that knowledge, not just with our patrons, but also with each other. In the article, “Personal Best”, Deiss challenges us to get out of our ruts, saying that, “participation in the life of one’s profession creates momentum and a sense of engagement and purposeful intent ... the evolving environment of our profession ... requires that we ask questions, read as much as possible and connect.”

Connecting, networking. What are the possibilities for your career involvement? Change begins with ourselves. That is the only place where change really happens. Using Prestwood and Schumann’s definition of *purpose*, “*we learn* [emphasis added] our purpose through life-long introspection coupled with interaction with others.” Moving quickly from purpose to discovering who we are, what our gifts are, we can contemplate Deiss’s three points: self-awareness, personal vision, and learning skills: “Knowing who and what we want to be is important, but knowing who we *are* is crucial ... A commitment to self-awareness signals a willingness to be in a state of unknowing, a state of questioning rather than a state of assertion ... listening to our critics as well as our supporters is the first step toward self-awareness.”

A library employee might embark on career involvement by lurking on various listservs and reading the professional literature become familiar with the issues and the people involved. This can expand into topics for further study. Networking, by attending training sessions and workshops at conferences are usually the first foray for most of us into active, visible involvement. Joining associations soon follows. After a time of attending conferences and observing board meetings, you can begin to see where your gifts and interests may fit in the work of associations, and may feel compelled to allow yourself to become visible. Discover what needs to be done, who is involved that you can connect with, and then volunteer to help. New faces, new ideas, and a willingness to participate are always welcome! Committee work allows growth in leadership and is a wonderful way to break into opportunities for many kinds of experiences, public speaking being just one. Choose involvement in issues that you might become passionate about. One such issue could be certification, participating in a nationwide discussion regarding not only post-degree certification for MLS librarians, but also a national certification program created for all other library employees, following the lead taken by states such as New York and Minnesota, in an effort not only to gain appropriate recognition for all methods of education and experience, but also enhancing the profession in the job market.

Recognizing the contributions of others also provides involvement, both for you as the one nominating and the other person as the one being recognized. It encourages involvement of others as well! Yearly

Tapestry of Career Involvement: Weaving Dreams Into Realities

RITA GIBSON

cont.

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Tapestry of Career Involvement: Weaving Dreams Into Realities - cont.

awards such as the Library Mosaics/COLT awards for Support Staff of the Year and Supporter of Support Staff (the later award for librarians and administrators who have exhibited support of paraprofessionals), and the awards given out by *Library Journal* come immediately to mind.

Perhaps getting involved by helping start a support staff organization for your state would provide a way to share your gifts. In the Pacific Northwest region, only Alberta, British Columbia, Washington, Oregon and Montana have established paraprofessional organizations. The other states in our region need to encourage support staff involvement, either as independent organizations or through affiliation with their state library associations. Some states have elected support staff to positions in their associations.

"Spirit of inquiry ... curiosity ... seems to characterize all writers and opens them to limitless horizons of writing opportunity," Hein says of writers. Can it not also be said of library employees? The poet W. H. Auden asks, "how do I know what I think until I see what I say?" Use writing as a means of discovery and growth, both personally and professionally. Find out who you are by what you say when you write. Try out writing ideas shared by Klauser, Crawford, and Ueland to explain who you are, what you want from life, what gifts you possess from which the rest of us could benefit. Try researching a topic that interests you. The more you look, the more you will find! Then start to write, just get something, anything down on paper. Edit it later. As Klauser says, we struggle with writing because of doing two things at once: the right brain creates the ideas, but the left brain critiques. When we try to do both at the same time, we are stymied. Her solution: get the ideas down on paper first; tweak later. Once on paper, edited, and proofed by someone else, begin contacting publishers one at a time to get it in print and share it with the rest of us. Walt Crawford suggests that you write where you read. By allowing yourself to be published, you contribute to the body of knowledge and enhance the profession. The benefits of being in print are many and include well-earned recognition, more opportunities to publish, maybe a new job, and new exciting experiences!

As you grow more knowledgeable in areas of interest, or passionate on a particular issue, you may be asked to do presentations. Try not to shy away from this opportunity. Putting yourself out there is difficult, seemingly insurmountable at first, but remember that everyone feels like that at first. It gets easier with practice, just like everything else we learn. Continuing education is always something we should pursue. When we reach a point in our careers where we feel we can share more and help others along the way, mentoring evolves as the natural result of living a life of learning and sharing that knowledge.

The benefits of career involvement are obvious. To the individual come opportunities for learning new skills, new subjects, meeting new people, visiting new places, and learning more about yourself than you ever thought possible, giving you confidence you never thought you had. Add to these new job possibilities and well-deserved recognition! To the employer come the benefits of having highly skilled and experienced staff to better assist librarians and patrons. The profession benefits from the resulting enhancement of its image, and the body of knowledge. Frank adds these advantages to the profession: the sense of professional community is Nurtured; collaboration encouraged on activities that one institution cannot do as well alone; timely and relevant information shared for problem solving on the job challenges, thereby keeping information professionals informed and effective.

Leadership evolves as the natural outcome of career involvement, and so the success of the profession is assured. Our profession thrives with this kind of nurturing. For Deiss, the *raison d'être* of career involvement is this: "seize opportunities to contribute and to influence other to contribute."

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cont. on pg 28

Words from Dream Weavers

Dreams come true; without that possibility,
nature would not incite us to have them.

-John Updike

Some men see things as they are and say,
why. I dream things that never were and
say, why not.

-George Bernard Shaw

We've removed the ceiling above our
dreams. There are no more impossible
dreams.

-Jesse Jackson

Dreams pass into the reality of action. From
the actions stems the dream again; and this
interdependence produces the highest form
of living.

-Anais Nin

One half of the world must sweat and groan
that the other half may dream.

-Henry Wadsworth Longfellow

All that we see or seem
Is but a dream within a dream

-Edgar Allen Poe

I have a dream that my four little children
will one day live in a nation where they will
not be judged by the color of their skin, but
by the content of their character.
I have a dream today.

-Martin Luther King Jr.

The future belongs to those who believe in
the beauty of their dreams.

-Eleanor Roosevelt



I learned this, at least, by my experiment;
that if one advances confidently in the
direction of his dreams, and endeavors to
live the life which he has imagined, he will
meet with a success unexpected in common
hours.

-Henry David Thoreau

A man is not old until regrets take the place
of dreams.

-John Barrymore

I once was with somebody I liked very much
— an older person, when I was considerably
younger than I am now. That person said,
"Spend at least fifteen minutes a day
weaving dreams. And if you weave a
hundred, at least two of them will have a
life." So continue with a dream and don't
worry whether it can happen or not; weave it
first. Many people have killed their dreams
by figuring out whether they could do them
or not before they dream them. So, if you're
a first-rate dreamer, dream it out — several
of them—and then see what realities can
come to make them happen, instead of
saying, "Oh, my God. With this reality, what
can I dream?"

-Virginia Satir

Teaching Library Research Skills: Online and at the Library

YUKIKO TOSA AND
THOMAS LONG

Like many public libraries, the Vancouver Public Library has several workshops from "Babytimes" to "Senior" Programs and many in-between. In 1999 the Library was approached by some Vancouver School Board Elementary Teacher-Librarians to provide a workshop on the online resources we offered via our VPL Homepage that they could utilize in their classrooms.

During this time many Teacher-Librarians in British Columbia were faced with cutbacks and some were moved back into the classroom to teach or were splitting their responsibility between several schools. The teaching of "bibliographic and research skills" were declining to the extent that Public Librarians were noticing a lack of these skills in the students that came to them for assistance in their homework assignments.

Two workshops were conducted at the Central Library's Computer Lab and with the encouragement of the teachers, a hands-on Library Skills workshop was developed for Grade 7 students by Yukiko Tosa, Children's Librarian from the Children's Library. The sessions take place in the Spring and Fall on Tuesdays and Thursdays from 10:15 to Noon. The Grade 7 students within the Vancouver School Board district are invited to come to the Central Library for the hands-on workshop. The students are trained on the use of the Online Catalogue, Electronic Databases and the pre-selected Children's and Adult Web links. The sessions are conducted by a Librarian and a Library Assistant or Paraprofessional.

Since Spring 2000 to Spring 2003 there have been 99 sessions with 3,163 students attending these sessions. The demand is still great and we have yet to reach all the Elementary schools in Vancouver. We knew back in 2001 that the demand was continuing to build so an online tutorial was created to simulate the hands-on workshop. We were able to use the highly interactive software called TILT—The University of Texas System Digital Library software that is designed for teaching Academic students bibliographic and information literacy skills online. The software is offered for free. A lot of work went into adapting this software for Grade 7 students since it was created for a post-secondary environment.

After a year, the online tutorial was launched and is composed of 4 modules (the topics were selected from British Columbia Grade 7 Curriculum). The Library Skills Tutorial can be located at: www.vpl.ca/Courses/intro1.htm. The Online Catalogue and the Internet portions can be accessed without a library card. This software however has proven to be a very labor-intensive program since any slight changes to the active program on the right-hand side of the screen affects the guided text on the left-hand side.

We are also encouraging other public libraries in our neighboring suburbs to begin similar hands-on workshops for the students in their area since we are also getting requests from them. If a library does not have a lab, it would be ideal to go to the schools that might have a computer lab there. It is imperative that the libraries work co-operatively with the school systems.

Many public libraries have put a lot of work into creating their Web pages. Teaching students how to utilize these pages effectively is not only rewarding but a necessity. We are sure that any library that has a Web page can do similar programs for their students.

Another initiative at the Vancouver Public Library was the creation of *A Guide to Research @ Your Library*, an easy-to-understand book that is ideal for everyone who wants to learn how to use their library. It was written by John Donlan, a Vancouver Public Library reference librarian and research trainer with twenty-five years' experience. First published in the fall of 2002, it is now in its second printing and has been a wonderful success. There is also a companion course, *Research @ Your Library*. Participants are introduced to research strategies using the Vancouver Public Library's Web catalog and a full-text newspaper and magazine index. This course is organized by Thomas Long, a librarian in our Newspaper & Magazine Division. These 2-hour sessions for adults consist of both instruction and hands-on practice. *Research @ Your Library* has proven to be very popular with our users, and has also attracted the interest of local high schools.

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Both the book and the course continue to be promoted in a variety of ways: in the library with posters; on our library Web site; in the Vancouver Public Library's newsletter; on the

Vancouver City Web pages; and in local community newspapers. All of these efforts have contributed to the strong support we have received from the community.■

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State Libraries in the Pacific Northwest

ANN JOSLIN

Introduction

State libraries, in the Pacific Northwest and other parts of the country, have undergone changes in budget, programs and mission in recent years. The changes at the Idaho State Library (ISL) are an illustration of this. Holdbacks and budget cuts have driven many recent changes. Approximately 20% was cut from the original FY02 appropriation to FY03 after the governor's holdback. In FY02 \$61,800 reverted to general fund after the holdback and in FY03 \$67,200 reverted to the general fund after the holdback.

These holdbacks led to changes in programs and services, beginning in FY02. There were cuts to the Government Information Center program. These included eliminating state employees as a primary customer group and discontinuing the State Library's status as partial federal documents depository.

The video booking service was discontinued and the collection development policy was changed to focus on three areas: library science, organizational management, and state documents (statute). ISL will provide full service in those three subject areas. Full service includes circulation, ILL, database searches, and reference to any library user. The collection was weeded to reflect this new collection development policy. Books, audio tapes, videos were weeded. Journals were canceled. The 65,000 volume monograph collection was reduced to 7,000; 350 serial titles are down to 165. In the Talking Book Library (TBL), ISL will maintain status as Regional Library for the Blind and Physically Handicapped. The library will discontinue circulation of audio books to the general public, however, and will only circulate them to TBL patrons. In library development, ISL will maintain library development services and programs, maximize receipt of LSTA funds and will expand as resources (funding, personnel) allow.

An agency-wide strategic planning process is going on at the same time. A draft plan given to the ISL Board in December 2002 demonstrated the need to revise the mission statement.

ISL Mission Statement, 1986-2002:

The Idaho State Library provides, promotes, and delivers library services to the people of Idaho.

ISL Mission Statement, 2002-

The Idaho State Library assists libraries to build the capacity to better serve their clientele.

ISL has taken a number of steps to address the current budget situation or any future budget crisis. First, the change in mission represents a change from a library to a library development agency. Two resource-intensive services (the government information center and the video collection) have been discontinued. The general collection has been redefined to support library development. There are several recommendations from the Governor's Blue Ribbon Committee (www.idaho2020taskforce.us/default.htm) that will affect ISL if they are implemented.

Decision-making and implementation planning were done in several ways. For the holdbacks, agencies given a percentage and each agency could decide what and where to cut. The ISL management team made recommendations to the ISL Board. For the decrease in appropriations for FY03 and FY04, the legislature made the decision to zero out capital and remove all one-time funding. To implement these decisions, the ISL management team invited staff to help review all services, considering:

- statutory mandates
- services unique to ISL

The greatest gift librarians and educators can give our patrons is a life-long love of stories, oral and written. Early childhood language development specialist, Gordon Wells, said that, "A child's success in school can be predicted by the amount of time he or she spent listening to stories." (1986)

Multicultural Stories: Preserving Oral and Written Treasures

STAN STEINER AND
JOY STEINER

Multicultural stories are an especially important tool for our diverse world. Books and well told stories form a strong bridge between cultures. A book, written and illustrated with authentic detail, is a window to view the myriad ways people live in our diverse world. A personal story shared between real people brings down barriers. We cannot hate someone when we know their story. Even a folktale, though it exists in the realm of imagination and metaphor, though it is often a venerable piece of literature from a long ago time, still carries basic cultural values and helps us to make long strides toward understanding one another.

It has been our mission to make sure stories from many cultures are abundantly shared with the people we interact with in our professional and personal lives. We love to read children's literature and tell stories to audiences of all ages. Our listeners have been delighted to discover that they often have something in common with a character in the story. The feeling of connectedness is just one of many reasons to share multicultural stories. Twenty reasons can be found in *Promoting a Global Community Through Multicultural Children's Literature* (Steiner, 2001) in addition to over 800 annotated multicultural book titles. This article includes a partial list of excellent multicultural literature to add to your repertoire.

The partial list of books were selected for quality, authenticity, and to promote an awareness toward understanding the culture of others. If you live in Idaho you have access to these books along with a traveling display of materials through a grant coauthored by our good friends Stephanie Bailey-White and Peggy McClendon at the Idaho State Library. The demand for this Building Bridges Project display of books, which was created one year ago, has surpassed expectations. The mounting waiting list with this project is a strong indication of the need and timeliness of bringing multicultural stories into the lives of patrons.

This list of books covers a multitude of genres and age groups. Read alouds is of course an obvious application and several nonfiction titles provide information about a variety of cultures that may be unfamiliar to patrons. Other books lend themselves to an oral retelling too, especially the folktales.

What about folktales? What if a story teller falls in love with a story from another culture and can't wait to share. Do tell it! Let yourself become comfortable with the story. As soon as you know this story is one to keep, however, begin your research. The process of developing authentic folktales from many cultures has brought the author many rewarding moments. It is her favorite part, because she gets to talk with real people. Seek out someone in your community who has roots from the story's culture of origin, or talk to someone who has traveled and has knowledge of the culture. Share a meal with them. Break bread together. Swap stories, but mostly listen, listen, listen. Learn a few new words or phrases in your guest's native language. Ask your guest to take you on an imaginary journey to a place they have lived before, describing the things they remember. When the author thought about a new collection of multicultural folktales she had recently been working on, she realized that all of the them had at least one meal, phone calls near and far, shared laughter, and plenty of conversation involved to bring the story to completion.

Travel to the country from which the folktale was born, if you have the means. Observe the sights and sounds and smells first hand. These sensations will feed the telling of your story with rich images. If, like the author, you can't always get away, armchair travel is enlightening, too. National Geographic and other nonfiction publications bring a wealth of information about a culture. Videos and films about the country are also very helpful. Attend cultural tradition bearing events in your community such as dances, theater, musical performances, and banquets. Compare similar versions of your story among other cultures. The Storyteller's

cont.

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Multicultural Stories: Preserving Oral and Written Treasures - cont.

Sourcebook (MacDonald, 1982) has cross listings of tale types from many cultures. It is also great fun to learn a song, chant, or motion in keeping with the culture to add an element of audience participation to your story. These activities will take your story on a journey of its own, and the quest will be time consuming, but when your story finally settles into a comfortable place, it will be imbued with real cultural nuances and it will become your own creation.

References in this Article

MacDonald, Margaret Read. *The Storyteller's Sourcebook: A Subject, Title, and Motif-Index to Folklore Collections for Children*. Detroit, MI: Neal-Schuman/Gale Research, 1982.

Steiner, Stanley. *Promoting a Global Community Through Multicultural Children's Literature*. Englewood, CO: Libraries Unlimited, 2001.

Wells, Gordon. *The Meaning Makers: Children Learning Language and Using Language to Learn*. Portsmouth, NH: Heinemann, 1986.

Multicultural Children's Books

Annotations grouped by age levels.

Birth to Age 5

Ada, Alma Flor. *I Love Saturdays y domingos*. Illustrated by Elivia Savadier. 2002. 32p. Atheneum. ISBN 0-689-31819-7. Pre. K-3.

Award winning author Alma Flor Ada's best yet. A little girl spends Saturdays with her English speaking grandparents and domingos (Sunday) with her Spanish speaking Abuelito y Abuelita. A wonderful book for multiethnic families and learning languages in context.

Aigner-Clark, Julie. *Baby Einstein Language Nursery*. 2001. 16p. Hyperion. ISBN 1-892309-39-4. Pre K.

A charming board book introducing the sounds of five languages. Simple phrases, color coded for each language, includes pronunciation guides for adult readers.

Meyers, Susan. *Everywhere Babies*. Illustrated by Marla Frazee. 2001. 32p. Harcourt. ISBN 0-15-202226-0. All ages.

The delightful personalities of babies is universal. Charming illustrations capture the innocence of babies and will make everybody smile.

Montanari, Donata. *Children Around the World*. 1998/2001. 32p. Kids Can Press. ISBN 1-55337-064-3. Gr. K-3.

Happy children from 12 countries around the world are portrayed through bright cut paper and fabric pictures. The tone of this book is upbeat with an emphasis on the unique characteristics of diversity paralleled with similarities children share no matter where they live. A wonderful book for celebrating the global community we inhabit.

Motown Baby Love Board Books. *How Sweet It Is To Be Loved By You*. Photographs by Charles R. Smith, Jr. 1964/2001. 12p. Jump at the Sun. ISBN 0-786807-84-9. Pre K.

Adding photographs of beautiful babies to this song reinforces the power of loving your children. The words reach across all ages.

Nicholls, Judith. *Someone I Like: Poems About People*. Illustrated by Giovanni Manna. 2000. 40p. Barefoot Books. ISBN 1-84148-004-5. All Ages.

This thematic collection of poetry from 23 multicultural poets focuses on friendship and admiration for special people. The beautiful watercolor illustrations support cross-cultural friendships.

Nikola-Lisa, W. *America: A Book of Opposites*. Illustrated by Multiple Artists. 1997. 24p. Lee & Low Books. ISBN 1-58430-028-0. Pre K.

This board book is more than a lesson on opposites. Wonderful illustrations reflect a part of America that covers geographical features, people, living conditions, and the America we share.

Parr, Todd. *It's Okay to be Different*. 2001. 32p. Little Brown Pub. ISBN 0-316-66603-3. All ages.

This book presents diversity in the broadest sense while reassuring our uniqueness. Parr's bright, simple illustrations and poignant messages project a charming humor.

Reiser, Lynn. *Margaret and Margarita/Margarita y Margaret*. 1993. 32p. Greenwillow Books. ISBN 0-688-12239-6. Pre K-1.

Two girls from different cultures play at the same park and become friends, despite a language barrier. Their attempts to communicate become a catalyst for a friendship between their mothers, too.

Scott, Elaine. *Friends*. Photos by Margaret Miller. 2000. 40p. Atheneum. ISBN 0-689-82105-0. Pre K-3.

Friendship is universal and crucial for all people, especially children. This book for young children is filled with the joys and choices children must make as they make friends.

Wells, Rosemary. *Yoko*. 1998. 32p. Hyperion. ISBN 0-7868-0395-9. Pre K-2.

This is a charming story about Yoko, a cat with Japanese heritage. Her mother sends traditionally prepared sushi for Yoko's lunch. The other students react to it, and the teacher decides to hold an international food festival to help her students become more accepting of others.

Ages 5-7

Ajmera, Maya & John D. Ivanko. *Back to School*. 2001. 32p. Charlesbridge. ISBN 1-57091-383-8. Gr. K-3.

Children from around the world attend school. This book takes us on a journey around the globe to glimpse children and teachers engaged in a host of inquisitive activities in a wide diversity of schools.

Ajmera, Maya & Anna Rhesa Versola. *Children from Australia to Zimbabwe: A Photographic Journey Around the World*. 1997. 64p. Charlesbridge. ISBN 1-57091-478-8. All ages.

For each of the countries featured, this alphabet book includes colorful photos, interesting facts, and a brief summary. Also included is a list of other countries beginning with the same letter of the alphabet.

cont. on page 23

Libraries Are Players in Economic Development

PATRICIA NELSON

“How Do Snails Smell”? If someone came to your reference desk and asked this question, would your staff be able to answer it? Of course they would! However, what if instead of a biology question, the customer was a young entrepreneur wanting to start a business selling *snail-scented nail polish*? Would your staff know where to go for a business license, how to register a trade name or trademark, components of a business or marketing plan, or sources of financing?

Libraries are in a key position to contribute to the economic development of their community since they have the resources useful for entrepreneurs and the research skills to help business people find the information they need. However, sadly, most libraries do not recognize the pivotal role they could play and many business and economic development agencies are not aware of the resources and expertise libraries have.

What Is Economic Development?

In the simplest terms, economic development is any activity that contributes to the creation of wealth, increased income, and increased employment. It also involves helping existing businesses to improve and expand and to understand the business environment locally and globally, plus recruiting new business to the community and promoting the development of new local business.

When people think of business there is a tendency to think of large national or multinational corporations. The reality in most communities is that small business plays a key role in their local economy. Today more than ever the business world is operating in a global environment. Businesses need to know the trends in global enterprise and how to operate or expand into other countries or markets. In the last few decades, service businesses have become a large component of business. These businesses are easy to start on a small scale and in many cases rely heavily on information to perform their services. The Internet has become a pervasive force in our world and in the business environment. Businesses need to understand how to use the Internet to find information and its potential for them as a marketing tool.

Library collections and services can benefit:

- Business leaders—providing them with up-to-date information on trends and information to stimulate change, growth or new ideas;
- Small businesses—entrepreneurs have ideas, energy and passion but they may not know the day-to-day aspects of starting and running a business, e.g. marketing, human resource issues, etc. They may want to expand or export but do not know how to get the market research they need to make the decisions and make a successful business case to potential sources of funding. Libraries often have the key information and statistics they require.
- Aspiring entrepreneurs—many people are interested in becoming entrepreneurs but want to find out potential business ideas, how to evaluate their options, how to get start-up financing, information about the local business environment, lists of suppliers, etc.

In addition to the value of their collections and research expertise libraries are of value to businesses and potential business owners because they:

- offer equitable access for all customers;
- provide objective information (not information offered through “rose-colored” glasses);
- have a complete and accurate history and record of the community;
- are economical and efficient;
- have long hours of service, which is excellent for those for whom 9-5 service is not sufficient.

cont.

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Libraries Are Players in Economic Development - cont.

Libraries also have good knowledge of the Internet. Many business owners are only vaguely familiar with the Internet and could benefit from additional information and training. This is a niche that libraries could definitely fill to the benefit of local business and the credit of the libraries.

Library Role in Economic Development: Best Practices

"Where libraries have actively supported local development efforts, both the library and community have benefited. Support for the library increased and local officials gained additional support in the economic development effort." Walzer and Scott, Illinois Institute for Rural Affairs.

Where libraries have become involved in the delivery of business information the result has been very positive for the business community and the libraries.

Illinois

In the 1990s the Illinois government implemented a program through its Institute of Rural Affairs, www.iira.org, to convince libraries of their potential role in economic development. They also provided libraries with training and resources to enable them to effectively perform as agents of economic growth providing information resources and services to support local business.

Canada Business Service Centres

In Canada, a federal-provincial government initiative the Canada Business Service Centres, www.cbosc.org, was set up in the mid-1990s. Centres in the capital cities of all provinces and territories provide resources, training, and referral services for potential and existing businesses to help them get started, expand locally or into export markets. In many provinces the services are being done in close collaboration with public libraries.

EDIC

In Arizona Economic Development Information Centres, are being set up to provide local sources of information for business. For more information about this current initiative go to, www.diapr.lib.az.us/extension/presel.htm.

Challenges for Libraries

While libraries have the resources and the expertise to provide valuable information to local business they need to consider possible challenges before promoting this type of service including:

- the quality of their existing collections;
- staff knowledge of key business concepts, business related legal issues, and federal, state/provincial and local regulatory issues pertaining to business;
- staff readiness: are staff sensitive to the need and eager to serve the business community;
- convincing potential entrepreneurs and existing businesses that they have resources/expertise of benefit to them (most business people aren't aware of the range of collections and services libraries can offer);
- convincing local government and economic development agencies that libraries have useful resources and expertise.

Meeting the Challenges

Are you excited about the library contributing actively to the economic growth of your community? How should you get started?

1. Define your library's role in economic development
2. Develop core business collections. If you are not sure what to acquire there are numerous sources of key business resource lists, e.g. U.S. Small Business Administration, www.sba.gov, EDIC, the Canada Business Service Centres, www.cbsc.org.

3. Assess what knowledge your staff needs to have and how to provide it to them.

Things they need to know include: basic business concepts, local business regulatory agencies and association and what they do, the role of local economic development offices and agencies, and how to recognize and refer potential new business opportunities.

If you cannot afford to send staff on training consider inviting representatives of your local business community to visit your staff and talk about the nature of business and the needs of business owners.

4. Market the library and its services to business. Do not expect businesses to come to you, figure out how to get out to them. Offer library space for business association meetings and take the opportunity to market library services. Many libraries have developed some very creative ways to market to businesses, consult your "networks", library literature, etc., for ideas.
5. Make sure your staff are aware of the role of local economic development agencies. This includes knowledge of what they do and what they don't do. Likewise, contact these agencies. Inform, or better yet, demonstrate the resources and expertise the library has to offer. Assure them that the library is eager to play a role as a partner in local economic development. It may take some effort to convince the agencies of the legitimate role the library can play, but keep trying!

Yes, But...

I know you are probably saying, this is a great idea in principle, but we don't have the time or the resources. However, before you abandon the idea consider this:

- Don't you want the library to contribute to a thriving community if it can?
- Your library likely already has most of the resources and expertise you need.
- You are already marketing, just expand to one more market segment.

If you do, your community will benefit, the library credibility will be enhanced and the expertise you gain can lay a foundation for other innovative library initiatives.■

Two of the most common questions I get from my colleagues are "How did you get so good with computers" and "How did you become a systems librarian?" The following twenty (plus one) tips reflect many of the steps I and other systems folks use when working with computers and the problems they create. While some of these tips may be obvious, it is easy to forget the many resources available to us.

1. Use the help features that came with software.

Practically all software packages come with a help feature. For example, try a search in Microsoft Word's help for "hyperlink" to see how to remove underlines from URLs in a document.

2. Consult the manual and documentation.

Either print manuals and/or electronic versions should be included with software. Check the vendor's Web site for online versions of manuals if you cannot find a copy in-house.

3. Use the software/computer vendor's Web site.

Many frequently asked questions, tips, and troubleshooting techniques can be found on a vendor's Web site. See www.usefulutilities.com for a good example.

4. Use email discussion lists.

Many email discussion lists are offered by individuals, groups, and vendors for discussing various computing issues. Lists sponsored by vendors are sometimes less open about issues; the vendors may be reluctant to admit a problem or want to discourage criticism of their products. Conversely, non-vendor maintained lists may be more open, but may not have as much helpful feedback and answers from the vendor who produces the software.

5. Contact your vendor's helpdesk/customer support.

You or someone else in your workplace is the main contact with your computer vendor. If somebody else is the designated contact person with a specific vendor, go through that person to contact the vendor: nothing is more frustrating to a software helpdesk than to have five different people from the same institution all report the same problem. Before calling the vendor, try to do some troubleshooting of the problem and be ready with specifics about the issue so you can provide this information to customer support.

6. Check with colleagues at your own institution as to how they do things.

Find other people in your workplace who are using the same software about which you have a question. Maybe they have figured out how to do what you want to do with the system.

7. Find others who have done what you want to do and view their source code or ask them to share it with you.

Other people's web pages are a good example of something you may see that you want to emulate for yourself. View their html source code to perhaps learn how they did that trick you find so cool. Or, you may find someone else on an email list or at a conference who has created what you want to create. Usually, people are glad to share their successes, so do not be afraid to ask.

8. Go to conferences: attend presentations, talk with your colleagues, talk with vendors.

Conferences can be a great place to talk about computers with the people who use them or make software for them. Developing connections with other people can provide additional people who you can contact when back at work.

Twenty Tips for Becoming More Computer Savvy: Or, How to Think Like a Systems Librarian

DORALYN ROSSMAN

cont.

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Twenty Tips for Becoming More Computer Savvy: Or, How to Think Like a Systems Librarian - cont.

9. See if a users' group exists. If it does, use it. If it doesn't, start one.

Just like the sewing and jogging clubs we see in our communities, there are groups who form around use of the same software. Such groups exist for virtually every type of software or hardware is available. ILLiad and the Sirsi Unicorn User Group International are two such examples of groups who hold regular meetings, have a web page, and provide the vendors of the software with feedback on their products.

10. Tinker on your own; be willing to break things, but remember what you did to break them!

Think about the worst possible outcome of what will happen if you tinker. If it means recreating a word-processed document from scratch, then you might want to tinker. If it means reinstalling your operating system on your computer from scratch, then you probably do not want to tinker. Either way, keep a record of the changes you made in case you need to undo them. And where possible, back up important files to portable storage media disks like floppies, CDs, or ZIPs before tinkering.

11. Communicate with your system administrator if you encounter problems that you don't understand.

While it is good to feel comfortable tinkering on your own, if you see problems that seem extreme or are happening repeatedly, communicate what you are experiencing to your system administrator. Remember, your system administrator is a person, too, so positive feedback and praise when your system administrator communicates with you and helps you can forge better relations.

12. Document circumstances surrounding a problem: what software you used, what function you were performing, any patterns (time of day, in use with another program).

If you are experiencing a problem on a regular basis, start writing down details of what happened to help diagnose the problem. You may realize something like your Sirsi Workflows software crashes only happen when you have Adobe Acrobat Reader open on your computer at the same time.

13. Document how you do things so if you have to do them again, you don't have to start from scratch trying to remember how; keep a log/diary.

You may perform a routine task such as uploading your patron fines file to a billing system each month, but not perform this task often enough to remember how you did it last time. As you do this function, write down each step in the process. Next time you do the task, you will be able to refer to this document and ensure that you are consistent in what you are doing.

14. Plan ahead. Make copies of your files to another place besides your computer. Be prepared if you got a new computer or if your old computer died.

Planning for the worst seems to be low-priority for many folks. Consider making a regular item on your calendar/agenda to back-up your computer files on the 1st of each month. A little effort now can prevent a big headache down the road.

15. Search the web (Google, etc.) when stumped; also check published resources (books, journals).

A frequently overlooked source for computer help is general web sites. For example, a search for a computer error message in quotation marks in www.google.com may yield web sites from a University Information Technology page or a computer chat web site telling you exactly how to fix that problem. Journals and books may be of help, too.

16. If someone else fixes a problem for you, watch and learn what they did so that you might know how to fix it yourself next time. Or, ask them to walk you through fixing it while you "drive."

Many people remember how they got to their destination better if they were the driver rather than the passenger. Similarly, a person who "drives" or operates the computer rather than watching someone else do it may be more likely to remember and understand what was done.

17. If you are going to try something new, try to avoid doing it on a Friday.

While it may be tempting to finish out that last hour of the workweek with a little computer exploration, it could lead to spending an additional hour trying to undo what you did. Even worse, you could leave the problem to be remedied on Monday morning when much of what was done will be forgotten. Save any big changes for the middle of the workweek.

18. Save copies of your originals...if you are making big changes to any documents, keep a copy of what you started with in case you mess up. Consider printing a hardcopy.

A good example of this tip is web page modification. Rather than making big changes to the live version of your library's web site, make a copy of the page and modify that. Put the new page in place once you are sure it works properly.

19. Try a little. Learn. Try a little more.

Most computing skills and confidence are not built on big leaps. Try making baby steps until you are comfortable with the new computer skill and then proceed to your next step. Many baby steps will add up to a lot of progress.

20. Think: what was the last thing I did or changed before a problem occurred?

Frequently the cause of a problem was the result of the last change you made. If your computer is crashing all of the sudden, did you just install a new web browser right before that started happening?

21. Bonus Tip! Is there a better way to do this than on a computer?

Sometimes using a computer to accomplish a task is not the best way to do something. If you are trying to plot out the arrangement of your garden, do you need a complex CAD software program to do that, or would a pencil and a sheet of graph paper suffice for your planning? ■

Library Intranets as Knowledge Management Tools: Box of Tricks or Box of Junk? - cont.

Jones, Alyn. "Corporate Intranets: The Last Tool of Survival for the Corporate Library?" Honors thesis, June 1998, jimmy.qmuc.ac.uk/usr/im94jone/ (Accessed August 28, 2003).

Murray, Kathleen, Peggy Burt, and Gwenda Raupp. "Building an Intranet: a Collaborative Effort." In *Electronic Information and Publications: Looking to the Electronic Future, Let's not Forget the Archival Past*. Proceedings of the 24th Annual Conference of the International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSLIC) and the 17th Polar Libraries Colloquy (PLC), Reykjavik, Iceland, 1998, pp 115-20.

Santosus, Megan and Jon Surmacz. "The ABCs of Knowledge Management." May 23, 2001, www.cio.com/summaries/enterprise/knowledge/ (Accessed August 26, 2003).

* This paper was given as the first part of the panel presentation "Librarian in a Box: Using Intranets for Knowledge Management." Other presenters on the panel were Brian Rossmann of MSU-Bozeman (MT) and Cathy Claybaugh of North Junior High, Boise, ID. ■

State Libraries in the Pacific Northwest - cont.

- The best estimate of the direction of the future of library services, i.e., impact of the Internet, electronic resources, etc.
- Assessment of our service patterns to current customers
- Assessment of our ability to sustain the service at a high level
- Attempt to develop more consistent approach to all of our services

The management team and supervisors established a transitional staffing period. They recognized that many jobs would change and some work had gone away. They made temporary assignments across work unit lines and have made several organizational changes as a result.

The role and image of the State Library changed in a number of ways. Within state government it is recognized as one of the most-cut agencies. Within the library community, the concept of the State Library not being a "library" is a concern to some, but there is support for the new mission.

The State Library's budget situation will not have a disastrous effect on the states' libraries. Funding for LiLI-D

remains, both in ISL budget and in public schools. A few libraries are now getting ILL requests from state employees who used to come to ISL. Boise has two partial federal depositories, and the University of Idaho is a full depository. The clientele of services that were cut were primarily individuals, not libraries.

What does the future (two to three years) look like? What looks good, what looks worse, what additional changes are expected? There could still be a holdback in the current fiscal year, and there may be an attempt to end sales tax increase early. LSTA funding looks good, but we may not be able to fulfill matching funds if Idaho's allocation increases substantially. We have more staff resources to support "building capacity of libraries." Our new mission is helping to focus our work. We are working on what TBL and State Documents will look like in terms of "building capacity of libraries." The responsibility for state documents may change. The place of ISL in state government may change.

What lessons were learned? For many, the anticipation (of cuts, of removing the collection, etc.) was worse than the implementation. Laboring over some decisions made it more difficult. The fiscal situation forced some hard decisions. ■

Multicultural Stories: Preserving Oral and Written Treasures - cont.

Beeler, Selby B. *Throw Your Tooth on the Roof: Tooth Traditions from Around the World*. Illustrated by G. Brian Karas. 1998. 32p. Houghton Mifflin. ISBN 0-395-89108-6. Pre K-2.

Two universals among children are teeth and the certainty of losing them. How do cultures around the world acknowledge this rite of passage? Beeler has researched this question and presents what she learned to readers.

Bercaw, Edna Coe. *Halmoni's Day*. Illustrated by Robert Hunt. 2000. 32p. Dial. ISBN 0-8037-2444-6. All ages.

Jennifer's grandmother, Halmoni, visits her. She arrives from Korea right before Grandparents' Day at her American school. Jennifer's concern over Halmoni's language barrier becomes a heartfelt lesson for the whole classroom of guests.

Bruchac, Joseph. *Many Nations: An Alphabet of Native America*. Illustrated by Robert F. Goetzl. 1997. 32p. ISBN 0-816-74389-4. Pre K-8.

Through rich illustrations readers will get a wonderful look at Native American culture and people across North America.

Bunting, Eve. *Jin Woo*. Illustrated by Chris Soentpiet. 2001. 32p. Clarion. ISBN -395-93872-4. Gr. K & up.

This is a very touching book about cross cultural adoption and unconditional love. Young David's family is getting a new baby. He's not sure if he likes the idea of someone else sharing his parents. They go to the airport to meet Jin Woo, who

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Multicultural Stories: Preserving Oral and Written Treasures - cont.

arrives on the plane from Korea. David's insecurity begins to turn when he is the first one in the family to make Jin Woo smile. When they arrive home the neighborhood is there to greet the new baby. We learn that David is adopted too. His mother has a letter for him from Jin Woo's perspective that is guaranteed to bring tears to your eyes. Soentpiet's impeccable ability to capture light on facial expressions is stunning.

Cheng, Andrea. *Grandfather Counts*. Illustrated by Ange Zhang. 2000. 32p. Lee & Low Book. ISBN 1-58430-010-8. Gr. K & up.

Helen has been waiting for the arrival of Gong Gong (Grandfather). He is going to live with them in the United States. When he arrives only speaking Chinese there is an unspoken tension that arises. In time, Helen learns she has some common interests with Gong Gong and together they learn to communicate, teaching each other their native languages.

Dooley, Nora. *Everybody Brings Noodles*. Illustrated by Peter J. Thornton. 2001. Lerner. ISBN 0-87614-455-5. Pre K-3.

Another book in this delightful series reflecting the assimilation of cultures that naturally occurs through foods in a multicultural neighborhood. Other books by the same author/illustrator team are *Everybody Bakes Bread*, *Everybody Cooks Rice*, and *Everybody Serves Soups*.

Guthrie, Woody. *This Land is Your Land*. Illustrated by Kathy Jacobsen. 1998. 34p. Little, Brown & Co. ISBN 0-316-39215-4. Gr. K-2.

This book depicts Woody Guthrie's classic ballad through incredibly detailed paintings reflecting the rich cultural heritage of America.

Hoffman, Mary. *Amazing Grace*. 1991. 28p. Dial. ISBN 0-8037-1040-2. Pre K-2.

This thoughtful story finds Grace's self-esteem at stake because she is told girls can't play the character Peter Pan, nor can someone who is Black. In the end, the students learn a lesson about picking the best person for the lead role, regardless of gender or skin color. A well done sequel to this book is *Boundless Grace*.

Jiménez, Francisco. *La Mariposa*. Illustrated by Simón Silva. 1998. 32p. Houghton Mifflin. ISBN 0-395-91738-7. Grades K-4.

This is a personal story from Jiménez' life. He moved with his family from Mexico to California to work in the fields when he was young. Francisco went to an English only school, even though his native language was Spanish. He became an easy target for the older boys because of his limited English, but Francisco used his peaceful manner and drawing skills to make friends.

Kurtz, Jane. *Faraway Home*. Illustrated by E. B. Lewis. 2000. 32p. Harcourt. ISBN 0-15-200036-4. Pre K-3.

This is a wonderful story about a young girl named Desta who learns about her heritage through family stories. Her grandmother in Ethiopia, whom Desta has never met, is sick. Desta's father wants to see his ailing mother. As he plans to make the journey from their home in Portland, Oregon, to Ethiopia, stories about his childhood help Desta understand the differences between their present life and her African heritage.

Millman, Isaac. *Moses Goes to School*. 2000. 32p. Farrar, Straus & Giroux. ISBN 0-374-35069-8. Gr. K-3.

This is a marvelous story of a boy named Moses, who attends a special school for children with hearing impairment. The students communicate enthusiastically with sign language. They come from diverse backgrounds, reflective of many cultures. This book is a great example of varied learning conditions crossing cultures in a natural situation.

Mitchell, Lori. *Different Just Like Me*. 1999. 32p. Charlesbridge. ISBN 0-88106-975-2. Gr. K-3.

While traveling and visiting her grandmother, April learns that everyone is different, but people also have many things in common. Readers get a natural sense of the diversity that surrounds them on a daily basis and how these differences are positive qualities.

Morris, Ann. *Families*. 2000. 32p. Lothrop. ISBN 0-688-17198-2. Pre K-3.

This book depicts families working, playing, and interacting with each other and is part of the *Around the World* series. Like her previous titles it has a universal theme. In this case, the theme of families is portrayed through Morris's exceptional photography.

Older, Effin. *My Two Grandmothers*. Illustrated by Nancy Hayashi. 2000. 32p. Harcourt. ISBN 0-15-200785-7. Pre K-3.

Lily celebrates Christmas with one grandmother and Hanukkah with another. Each celebration is unique and special, but Lily wants a celebration that brings her two grandmothers to her house. A good example of naturally preserving and blending family traditions.

Orozco, José-Luis. *De Colores and Other Latin-American Folk Songs for Children*. Illustrated by Elisa Kleven. 1994. 56p. Dutton. ISBN 0-525-45260-5. All ages.

A delightful collection of songs for children of all ages. Each song is bilingual. The playful illustrations fit marvelously with the happy tunes.

Pak, Soyung. *Dear Juno*. Illustrated by Susan Kathleen Hartung. 1999. 32p. Viking. ISBN 0-670-88252-6. All ages.

This is one of the best examples of "reading the world". Although Juno, could not read words he could read the content clues his grandmother in Korea had sent him in her letters. When his parents read the letters they were surprised at his intuitive accuracy. Juno writes back to grandmother in his own form of communicating. A delightful book!

Smith, Cynthia Leitich. *Jingle Dancer*. Illustrated by Cornelius Van Wright & Ying-Hwa Hu. 2000. 32p. Morrow. ISBN 0-688-16241-X. Pre K-2.

Jenna has listened and watched her grandmother dance at powwows for as long as she can remember. Grandma is a jingle dancer. Jenna feels the beat in her heart and decides it is time for her to dance, but where will she get the jingles for her dress? A beautiful story preserving Native American tradition.

Weiss, Nicki. *The World Turns Round and Round*. 2000. 32p. Greenwillow. ISBN 0-688-17213-X. Gr. K-3.

In this nifty book, grandmothers, grandfathers, aunts and uncles from around the world send gifts that include articles of traditional clothing to their grandchildren or nieces

Multicultural Stories: Preserving Oral and Written Treasures - cont.

and nephews living elsewhere. Included is a glossary for language and meaning translation along with a location map. The border on each page showing the origin of the gifts is decorated with postage stamps from that country.

Ages 7-9

Alarcón, Francisco X. *From the Bellybutton of the Moon/ Del Ombligo de la Luna*. Illustrated by Maya Christina Gonzales. 1998. 32p. Children's Book Press. ISBN 0-89239-153-7. Gr. K & up.

These touching bilingual poems reflect Alarcón's childhood memories from Mexico. Alarcón's award winning poetry has captured the hearts of Mexican Americans and a multitude of additional readers. His style has a contagious way of provoking childhood memories in the reader.

Bourdeau Waboose, Jan. *Morning on the Lake*. Illustrated by Karen Reczuch. 1998. 32p. Kid's Can Press. ISBN 1-55074-373-2. Gr. K-5.

From the time Noshen can first remember Mishomis (Ojibway for grandfather) has been teaching him to observe and respect the many wonders of nature. Mornings on the lake is their favorite time, but on this day they go from early morning to nightfall to see even more. The author does an excellent job of capturing the intimacy of a cross generational relationship.

Bunting, Eve. *The Blue and the Gray*. Illustrated by Ned Bittinger. 1996. 32p. Harcourt Brace. ISBN 0-590-60197-0. Grades 1-5.

Two boys from different backgrounds become neighbors in a new housing development. Their homes overlook an unmarked American Civil War battlefield. Historical truths about the war contrast with the boys' friendship. Symbolically, their homes and continued friendship become a monument to the historical fight.

Choi, Yangsook. *The Name Jar*. 2001. 32p. Knopf. ISBN 0-375-80613-X. Gr. K-3.

When young Unhei moves to the United States from Korea many things are different, including her name. The other children do not pronounce it correctly and she is faced with choosing an Americanized name. Her final name choice becomes a thoughtful lesson for all readers of this book.

Copsey, Susan E. *Children Just Like Me: A Unique Celebration of Children From Around the World*. 1995. 82p. Dorling Kindersley. ISBN 0-7894-0201-7. All ages.

Lively photos of children from around the world, together with their families, homes, interests, favorite foods, and informative text make this a book focusing on similarities. Photos showing children dressed in traditional clothing is juxtaposed with everyday dress. Included at the end of the book is information on making a cross-cultural friend by becoming a pen pal.

Cosby, Bill. *The Day I Saw My Father Cry*. Illustrated by Varnette P. Honeywood. 2000. 32p. Scholastic. ISBN 0-590-52197-7. Gr. 1-4.

This book is one of the Little Bill Books for Beginning Readers series. In this touching story Little Bill learns about anger and grief. He fights with his brother over too much noise and neighbor kids during a game of basketball. He also learns something about making people happy from their neighbor Alan Mills who always says "Merry Christmas"

regardless of what time of year when he sees people unhappy or arguing. When Mr. Mills dies he witnesses his father crying and a lesson in life is learned.

Garza, Carmen Lomas. *In My Family/En Mi Familia*. 1996. 32p. Children's Book Press. ISBN 0-89239-138-3. All ages.

This is an exceptional tribute to Mexican American culture. The detailed illustrations alone have a story to tell. Each page reflects another unique characteristic of Mexican American culture. The bilingual text combines some facts with personal anecdotes from the author's life. Look for Garza's other books too, *Family Pictures/Cuadros de familia* and *Magic Windows/Ventanas mágicas*.

Kahn, Rukhsana. *Muslim Child: Understanding Islam Through Stories & Poems*. Illustrated by Patty Gallinger. 2002. 104p. Alfred Whitman. ISBN 0374333408. Gr. 1-5.

With children in mind, Kahn has combined story, poetry, and factual information on Islamic culture. A very reader friendly format makes this a timely and useful book.

Mochizuki, Ken. *Heroes*. Illustrated by Dom Lee. 1995. 32p. Lee & Low. ISBN 1-880000-16-4. Grades 2-6.

Donnie is constantly bullied because of his heritage until his war veteran father and uncle come to school one day, dressed in their U. S. military uniforms. The result is a new understanding of Asian Americans. To help build friendships, they encourage the boys to play a friendly game of football instead of war games.

Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* Illustrated by Bryan Collier. 2001. 32p. Jump at the Sun. ISBN 0-7868-0714-8. All ages.

This book, a Caldecott Honor and Coretta Scott King Winner for illustrations will speak for itself. Dr. King's words continue to be an inspiration to people around the world.

UNICEF. *For Every Child: The UN Convention on the Rights of the Child in Words and Pictures*. Illustrated by thirteen children's book artists from around the world. 2001. 40p. Phyllis Fogelman Books. ISBN 0-8037-2650-3. All ages.

Exceptional! Each picture portrays an artist's image of one of the rights for children. The pictures are powerful. The UN articles at the end of the book are thought provoking. Teachers and parents who take the time to read and discuss this book with children and adults will bring another level of understanding to our responsibility as a world to protect all children from exploitation of any kind. For every book sold, \$1.50 is donated to the U. S. Fund for UNICEF.

Wiles, Deborah. *Freedom Summer*. Illustrated by Jerome Lagarrigue. 2001. 32p. Atheneum. ISBN 0-689-83016-5. Gr. K-5.

Joe and John Henry have been best friends forever. Though they played together every summer, there were some things they could not do together, such as swimming in the public pool. Prior to 1964, African Americans in Mississippi were not allowed in many public places including swimming pools. The year the Civil Rights Act passed Joe and John Henry planned to swim in the town pool. When they reached the pool the workers had just finished filling the entire pool with asphalt. Based on actual events, this story is a noteworthy addition for discussing the Civil Rights Movement with students.

Multicultural Stories: Preserving Oral and Written Treasures - cont.

Wong, Janet S. *The Trip Back Home*. Illustrated by Bo Jia. 2000. 32p. Harcourt. ISBN 0-15-200784-9. Gr. 1-6.

This heartfelt story is a good example of grandchildren faced with a language barrier when visiting grandparents in another country. Children's innate ability to read the world combined with a desire to communicate are lessons for all to learn. When the young girl and her mother visit Korea they also take gifts. Among them are books with the English alphabet. On their departure they too receive gifts, one is a poem in Korean. This book works well with Grandfather Counts by Andrea Cheng, listed above.

Wong, Janet S. *This Next New Year*. Illustrated by Yangsook Choi. 2000. 32p. Farrar, Straus & Giroux. ISBN 0-374-35503-7. Gr. K-2.

This is a delightfully unique story in which a young boy of Korean and Chinese ancestry observe the Chinese New Year celebration in his neighborhood. His family follows many of the Chinese traditions, but they also modify them to honor their Korean side. His multicultural neighbors adopt some of the Chinese traditions into their own celebrations.

Woodson, Jacqueline. *The Other Side*. Illustrated by E. B. Lewis. 2001. 32p. Putnam. ISBN 0-399-23116-1. Gr. 1 & up.

This is a wonderful story about children from diverse backgrounds coming together. A fence between their property becomes a metaphor for the segregation between Blacks and Whites. Despite this barrier the children figure out a way to play and be friends. While sitting on the fence, the children agree that someday, someone is going to come along and knock this old fence down. Woodson's final dialogue in this book is a powerful message for readers to think about.

Ages 10-13

Bloor, Michael. *Tangerine*. 1997. 294p. Harcourt Brace. ISBN 0-15-201246-X. Grades 6 & up.

Overshadowed by an older brother who is a sports hero, 12 year old Paul must find his place in a new community and school, on a new soccer team, and within his family. This page turning novel unveils some cross cultural tensions in the community, as well as some unspoken family secrets. Paul learns some powerful messages about family loyalty and friendships across ethnic groups.

Bridges, Ruby. *Through My Eyes*. 1999. 40p. Scholastic. ISBN 0-590-18923-9. Gr. 4 & up.

There are times that I am so moved by books that I wish for all to read them. This is one of those powerful books. This book is about Ruby's experience as a child in New Orleans. She received national attention for breaking the segregation barrier at school. Along with photos supporting her story are several timely quotes, news stories, passages, and narratives from her first grade teacher.

Clements, Andrew. *The Jacket*. 2002. 90p. Simon & Schuster. ISBN 0-689-82595-1. Gr. 4-8.

This incredible story finds Phil questioning his prejudice toward Daniel, an African American boy whom he learns is the grandson of his mother's cleaning lady. Phil accuses Daniel of stealing his brother's jacket not knowing that his mother had given it to their cleaning lady. As Phil sorts out his suspicions he gives readers an insightful look at racism.

Denenberg, Dennis & Lorraine Roscoe. *50 American Heroes Every Kid Should Meet*. 2001. 128p. Millbrook Press. ISBN 0-7613-1612-4. Gr. 4 & up.

A very nice collection of heroes and heroines from a variety of ethnic backgrounds. Each hero is highlighted through facts, photos or illustrations, and accomplishments.

Osborne, Mary Pope. *One World, Many Religions: The Ways We Worship*. 1996. 86p. Knopf. ISBN 0-679-83930-5. Gr. 3 & up.

This book provides a global perspective on the leading religions. Many photos of children worshipping makes this book very attractive. An excellent resource for learning about the significance religion plays in understanding a culture.

Grace, Catherine O'Neill & Margaret M. Bruchac. *1621: A New Look at Thanksgiving, 2001*. 48p. National Geographic Society. ISBN 0-7922-7027-4. Gr. 3 & up.

This is a new look at Thanksgiving from a Native American perspective. These silenced or overlooked voices offers an opportunity for readers to rethink the myths surrounding this American tradition. This book chronicles a reenactment at Plimoth Plantation through photographs.

Jiménez, Francisco. *The Circuit: Stories From the Life of a Migrant Child*. 1999. 116p. Houghton Mifflin. ISBN 0-395-97902-1. Gr. 5 - 8.

This compelling biography chronicles several events in Jiménez's life as he grows up in a migrant family. The chapters provide a realistic view of the harsh conditions migrant families live under and their amazing sense of family. Jiménez has since written a sequel, *Breaking Through*, that picks up where this book left off and takes readers up to the point he is going off to college.

Knight, Margy Burns. *Who Belongs Here? An American Story*. Illustrated by Anne Sibley O'Brien. 1993. 40p. Tilbury House. ISBN 0-88448-110-7. Gr. 3-8.

This is a poignant and realistic view of a young Cambodian refugee who comes to the United States. Nary's limited English and cultural identity make him a target of harassment. Other students have no idea what it is like to be a refugee. He talks to his teacher about his feelings, and together they plan a lesson for his social studies class. As his classmates begin to think about their own past and present backgrounds, they realize an important lesson about the origin of all Americans. A portion of the proceeds from this book goes to educational programs that teach tolerance. Two great companion books by the same author are *Talking Walls*, and *More Talking Walls*.

Mikaelsen, Ben. *Countdown*. 1996. 248p. Hyperion. ISBN 07868-0252-9. Gr. 4-8.

What if you were the first student in space? Elliot is a ranch kid from Montana who gets the one-in-a-million chance to be America's first student in space. Part of his duty while orbiting Earth is to communicate with ham radio operators around the world. Little does he know that a Masai boy from Kenya, who is own age, will challenge what Elliot thought to be central to the world's truths. Mikaelsen has readers spellbound from beginning to end in this thought provoking story about life, friendships, and the uncertain future of our planet.

Multicultural Stories: Preserving Oral and Written Treasures - cont.

Nelson, S. D. *Gift Horse: A Lakota Story*. 1999. 32p. Harry N. Abrams, Inc. ISBN 0-8019-4127-9. Gr. 3-8.

A beautifully illustrated coming of age story about Flying Cloud, from the Lakota tribe. His courage and skills helped him move from childhood into manhood.

Panzer, Nora (Ed.). *Celebrate America: In Poetry and Art*. Artwork by Multiple artists. 1994. 96p. Hyperion. ISBN 1-56282-664-6. Gr. 5 & up.

This book is a very fine collection celebrating 200 years of art and poetry in America. A wonderful overview of American life and history through a variety of art mediums. This book is published in conjunction with the National Museum of American Art.

Polacco, Patricia. Pink and Say. 1994. 48p. Philomel. ISBN 0-399-22671-0. Gr. 3 & up. Learning to read for Pink, a slave, provides a freedom that can never be taken from him. This compelling story from the American Civil War, which was handed down through Polacco's ancestors, is about two young men who learn about friendship, love, freedom, and the power of reading.

Ryan, Pam Muñoz. *Esperanza Rising*. 2000. 262p. Scholastic Press. ISBN 0-439-12041-1. Gr. 5-12.

This well paced multicultural read shows the experiences of many who came from Mexico to begin again in America. A strong aspect of this story is the historical context of the Mexicans and Mexican Americans during the late 20s and early 30s. The unjust and all too often inhumane treatment of brown skinned people in this period has found little attention in our history texts. Some historians believe the involuntary migration of migrant workers to Mexico numbered between 450,000 and 1,000,000 people.

Schreck, Karen Halvorsen. *Lucy's Family Tree*. Illustrated by Stephen Gassler III. 2001. 40p. Tilbury House. ISBN 0-88448-225-1. Gr. 3 & up.

Imagine trying to complete an assignment of creating a family tree when you are adopted? In this story Lucy comes face to face with the reality that she looks different than her adoptive parents. In what turns out to be a learning experience for Lucy, her parents, her classmates, and her teacher; this book offers some options to a traditional family tree. The insights in this excellent book should be shared with all teachers planning a unit on family genealogy. Additional resources are listed.

Smith, David J. *If The World Were A Village: A Book About the World's People*. Illustrated by Shelagh Armstrong. 2002. 32p. Kids Can Press. ISBN 1-55074-779-7. Gr. 3 & up.

This is an invaluable resource for looking at global perspectives on people in this world. The information is useful when comparing and contrasting local demographics with the global picture.

Spinelli, Jerry. *Maniac Magee*. 1990. 184p. Little Brown. ISBN 0-316-80722-2. Gr. 3-8.

Spinelli spent 10 years writing this story, and his careful crafting and patience paid off. He won the Newbery Award, and readers reap the benefits of his genius. This story touches on every social issue we encounter in the United States, including racism, gangs, homelessness, illiteracy, aging, and death. Maniac knows no boundaries and works to achieve a

positive relationship with everyone he meets. He is a legend in the neighborhood. This book is in my top-10 list of the best children's books I have ever read.

Stepstone, John. *Creativity*. Illustrated by E. B. Lewis. 1997. 32p. Clarion. ISBN 0-395-68706-3. Gr. 3-6.

Charles gets a new classmate, Hector, from Puerto Rico. He can't figure out how Hector can look like him but speak a different language. Through their friendship, Charles learns more about cultural misconceptions, as well as important lessons about his ancestry.

Suzanne Fisher Staples. *Dangerous Skies*. 1996. 232p. Farrar Strauss Giroux. ISBN 0-374-31694-5. Gr. 5 & up.

This is a compelling look at friendship and the hypocrisy of racism that continues to haunt this country. Buck Smith and his closest friend, Tunes, have shared their concept of the world since the day they were born. They are raised together, attend the same school, know all the good fishing spots and hiding places, and enjoy watching animals in the wild. They do everything together except live in the same house. Buck comes from a long line of farmers who settled the land. Tunes' ancestry goes back to the African people who were brought as slaves to work the Smith's farm. But that was back in the 1700s, and it's now 1991. All the negative feelings about African Americans are behind them—or are they? When Tunes is accused of killing their good friend, Jorge, the wounds of racism are opened, and Buck is confused why the grownups won't believe him.

Taylor, Mildred. *The Land*. 2001. 375p. Phyllis Fogelman Books. ISBN 0-8037-1950-7. Gr. 5 & up.

A compelling prequel to *Roll of Thunder, Hear My Cry*. Paul Edward, grandfather of Cassie Logan, dreams of owning a piece of land. In a heartbreaking drama, he faces the prejudice and injustices on men whose roots cross ethnic lines. A Coretta Scott King Winner!

Yin. *Coolies*. Illustrated by Chris Soentpiet. 2001. 40p. Philomel. ISBN 0-399-23227-3. Gr. 4 & up.

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

Veza, Diane. *Passport on a Plate: A Round-the-World Cookbook for Children*. Illustrated by Susan Greenstein. 1997. 150p. Simon & Schuster. ISBN 0-689-80155-6. Gr. 4 & up.

Approximately 100 recipes arranged by geographical regions. Each region includes several insights into their traditions. Food is the most natural assimilation process between cultures we have.■

Tapestry of Career Involvement: Weaving Dreams Into Realities - cont.

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