



Alki

The Washington Library Association Journal

December 2005 • Vol 21 No 3



Forms of Library Leadership

- 5 **Librarians: Key Players in Faculty Unions**
Suzanne Milton, Eastern Washington University
- 9 **Reflections on the Leadership Institute**
Monica Sands, King County Library System
- 16 **News Flash! First-Time Directors Spill Their Guts!**
Brian Soneda, Mount Vernon City Library
- 19 **Mentoring: Leadership as a Subversive Activity**
Jennifer Lee Peterson, WebJunction.org
- 23 **Trustees: You Are Not Alone**
Bonnie Taylor, Mid-Columbia Library

Up Front

The WLA president speaks

CAROLYNNE MYALL

WLA and Library Leadership

Time was, people were either leaders or followers. Not much migration was expected between the two groups, except perhaps as young people became old-timers. Not much overlap was expected between the two categories, either. (Maybe some organizations still operate this way.)

Not so today. Not so in the Washington Library Association. We consider every member a potential leader in some aspect of the association's work. Not everyone will serve in an elected or appointed office of WLA, though there are many opportunities to do so (and let me know if you are interested!). But there are different ways to provide leadership, and different styles of leading. Some individuals are leaders in generating ideas, pointing out new directions for the association—or, on the other hand, providing reality checks. Some help create an atmosphere that promotes involvement, where others feel confident about participating. Many people in our library community have good organizational skills. They often serve as leaders by creating conferences, programs, and continuing education events for us all. Listening as well as speaking, coordinating and consolidating as well as pushing forward, reaching out to those who are less involved, taking charge of necessary ground work as well as performing more glamorous duties, and, of course, leading by example—often praised, less often practiced—are all important forms of leadership in our association.

All of us must be followers sometimes too: There are moments when it is important for us to speak in one voice, to the extent that such a diverse and feisty group can manage to do so. And followers provide the organizational heft that enables leadership to make positive changes and retain meaningful traditions. Still, the two categories, leaders and followers, are a lot more permeable and interchangeable than they sometimes appear to be.

Carolynne Myall, Head of Library Collection Services at Eastern Washington University, is president of WLA. Please send her your ideas for the association at cmyall@mail.ewu.edu.



WLA provides opportunities to develop leadership skills; and WLA needs all of us to be leaders in the library community, sometime and in some way. Please consider how you can bring your particular qualities and style of leadership to advance the association and promote Washington libraries.

WALE Conference in Chelan

The Washington Association of Library Employees held its 2005 conference October 27 through October 29 on the shores of Lake Chelan. It was an energizing, well-organized event, with at least one session for each specialty and several sessions relevant to most library employees. Plus, it was fun—WALE makes prize-giving a conference art form.

For a WLA interest group, even a large one like WALE, to mount an entire conference every year, at different locations around the state, is very ambitious. Sustained success in this undertaking requires many WALE members to step up and provide leadership: to select session topics, contract for programs, check facilities, and arrange social events. There's a lot of complicated work involved.

WALE's target membership is library support staff or allied staff (terminology to identify members of this group varies). In past decades, WALE members might not have been considered leaders of the library world, at least formally. Now, many support staff manage library units and branches, perform highly specialized work, and hold important positions in the association. WLA vice president/president-elect Martha Parsons is a WALE activist. WALE provides a forum to develop many skills, and WALE members take advantage of it.

On behalf of WLA, I would like to thank 2005 WALE conference chair Katie Cargill, program chair Heidi Chittim, and all the members of the conference committee for their leadership in creating this valuable event for the Washington library community. Thank you also to the WLA members who gave many of the excellent presentations at the conference.

WLA Library Legislative Day 2006

Community library advocacy—expressing our support for libraries to our neighbors and local officials—is an everyday, year-round commitment. State legislative advocacy also requires some year-round contact, but it is mostly focused on the annual legislative session, now on the horizon. Again this year, WLA will sponsor a Library Legislative Day, to coordinate focused contact with state legislators about library issues. Please mark Thursday, 9 February 2006, on your calendars!

(Continued on page 4)

C o n t e n t s

FEATURES

Alki

The Washington Library
Association Journal
4016 First Avenue N.E.
Seattle, WA 98105-6502
Email: washla@wla.org
Web: <http://www.wla.org/>

Alki Editorial Committee

Lynn Barnes
Theresa Kappus
Brian Soneda
Rayette Sterling
Bonnie Taylor
Konny Thompson
Erin Krake, Intern
Mary Wise, Chair
Cameron Johnson, Alki Editor
Margaret Thomas, Asst. Editor

Alki (ISSN: 8756-4173) is published three times per year in March, July, and December, and mailed to over 1,100 WLA members and interested parties. Print subscriptions are available at \$20 per year, or \$7.50 per single issue. Contact the WLA office at the address above.

Alki's purpose is to communicate philosophical and substantive analyses of current and enduring issues for and about Washington libraries, personnel, and advocates, and to facilitate the exchange of research, opinion, and information.

Direct your submission queries to:

Cameron A. Johnson
Everett Public Library
2702 Hoyt Avenue
Everett, WA 98201
425-257-7640
Email: alkieditor@wla.org

Cover by Joan Blacker
and Kevin Duncan



- 5 **Librarians: Key Players in Faculty Unions**
Suzanne Milton, Eastern Washington University
- 8 **Notice to Alki Contributors, 1985 - 1998**
- 9 **Reflections on the Leadership Institute**
Monica Sands, King County Library System
- 13 **Leading from the Middle**
Margaret Thomas, Washington State University Energy Library
- 15 **Libraries as Leaders**
Diane Huckabay, Kittitas Public Library
- 16 **News Flash! First-Time Directors Spill Their Guts!**
Brian Soneda, Mount Vernon City Library
- 19 **Mentoring: Leadership as a Subversive Activity**
Jennifer Lee Peterson, WebJunction.org
- 21 **It Pays to Have Friends**
Nancy Patton, Sno-Isle Libraries
- 23 **Trustees: You Are Not Alone**
Bonnie Taylor, Mid-Columbia Library

COLUMNS

- 2 Up Front: The WLA President Speaks
- 4 From the Editor
- 11 Who's On First?
The E-document Shell Game
- 26 WLA Communiqué
2006 WLA Conference: GROW...Connect. Learn. Aspire.
2006 Library Legislative Day
Sharpen Your Pixels: A New RIG Logo for a New Year
- 28 The Solinus Page
An Historical and Social Overview of the SRC
- 31 I'd Rather Be Reading
Gift Books

From the Editor

CAMERON A. JOHNSON

Not for the Timid

Leadership. Why do people take it on? In libraries it means making a transcendent commitment to some realm of your work. It means addressing all the problems that come up in that realm. It means juggling tasks like balls, and *never* having closure. It means descending into politics. It means doing things you'd rather not do. It means working while other people relax. It means making enemies, because you don't lead without making some of those. Sound attractive?

Leadership is based in relationships. It is mostly art, but partly technique. Being a leader is not just about what *you* do, it's also about what other people do. Leaders must have a visible, credible commitment to ideas that people can understand and sign onto. And they must have or develop the authority that makes people want to listen.

Leadership *must* have compensations, right? I'll let the issue's authors answer that question. I thank them for stepping up to write on the subject.

Our submissions this issue represent a variety of WLA constituencies. New library director Brian Soneda interviews several people that have recently taken the leap into directing libraries. The new directors' comments reveal a lot about who they are and how they see their new roles. It also demonstrates—within a small sample—the variety of people that become library directors. Margaret Thomas's portrait of Whitworth College President Bill Robinson demonstrates that listening is a powerful leadership tool.

Trustee Bonnie Taylor's article—based on a panel session at the 2005 WLA conference in Spokane—makes a plea for solidarity among public library trustees in Washington. Taylor argues that library trustees should be concerned about library service throughout the state because our state's eroding tax base threatens quality library service nearly everywhere. WLA provides the vehicle for trustees statewide to share information and support each other in difficult times.

Cameron A. Johnson is a reference librarian at Everett Public Library. Email: alkieditor@wla.org. Photo, left to right: Margaret Thomas, Laura McCarty, and Cameron Johnson at work on the December issue.



Suzanne Milton of Eastern Washington University makes the case for librarian involvement in faculty unions. Librarians at Eastern have a long history of leadership in the university's faculty union and have used those leadership positions to influence the quality of education, create a more collaborative working environment, and secure better pay.

Diane Huckabay, community librarian for the City of Kittitas, gives her philosophical take on leadership. Huckabay daily exercises the art of leading volunteers; she runs her small library with a large number of volunteers, thirty to forty each year. Huckabay says motivating people means involving them in a larger purpose.

The terms of two long-time *Alki* Committee members, Carla McLean and Tami Echavarria Robinson, have lapsed. I want to extend *Alki's* warmest thanks to these members, who have been committee mainstays. Replacing them will be Theresa Kappus and Konny Thompson, both of Gonzaga University Libraries. Our assistant editor Margaret Thomas has been learning quickly and will gradually take on more of the production responsibility for *Alki*. She will take over as editor after the July 2006 issue.

The WLA Board has approved a sabbatical project by Tami Echavarria Robinson to index the entire backfile of *Alki*. And *Alki* is exploring digitizing its full run. See the announcement on page 8.

Our March 2006 theme is "Adapt or Die." A full description of the theme is available at wla.org/publications/alki/write-foralki.pdf. We'd like a wide variety of perspectives for this important theme. If you have an idea for an article, please contact me at alkieditor@wla.org, or assistant editor Thomas at mrthomas8@comcast.net.

Myall (Continued from page 2)

Jodi Reng, Deborah Jacobs, Jennifer Wiseman, Regan Robinson, and Karen Highum are this year's LLD organizers. They are planning a high-visibility day for us, with attractive buttons, bags, and giveaways. Steve Duncan, WLA's legislative consultant, will provide a briefing. Please join us in Olympia for LLD 2006.

Thank You, WLA

I am still surprised to find myself president of this terrific organization, with a wonderful opportunity to practice peer leadership. Peers are equals (though they may not all play the same roles at the same time), so peer leaders can rarely command—instead, they elicit participation, persuade, and facilitate. I want to work with all of you to make WLA as effective as possible. Please send me your ideas and concerns. Together, we can lead WLA to new achievements.

SUZANNE MILTON

Librarians: Key Players in Faculty Unions

Librarians have much to give and much to gain through membership in faculty unions. Through union participation, librarians at Eastern Washington University (EWU) have helped negotiate labor agreements with our administration that go beyond pay and benefits, that have included provisions about such issues in university governance as tenure, professional development, and even the quality of education students receive. We hope our experience with collective bargaining may prove useful as a roadmap for other faculty unions as they craft their own agreements.

Eastern has long recognized the value of professional librarians. By 1900 a library school degree or certificate was a requirement to secure a position as a chief librarian of a university. (1) Our university archives reveal that Eastern's pioneer spirit demonstrated itself in the administration's decision in 1903 to hire a professional librarian, Mabel Reynolds, whose name appears in the roster of Eastern's faculty.

In spite of Eastern's early recognition of librarians as faculty, the first sabbatical was not awarded to a librarian until 1968. The first sabbatical preceded official recognition of our faculty status by the university board of trustees in 1971. These events fit into a larger historical context, since the mid-1960s heralded a rise in library unions.

In 1971, the same year that Eastern officially recognized librarians as faculty members, the Association of College and Research Libraries (ACRL) formulated standards for faculty status for college and university librarians. (2) The standards—which cover issues such as professional responsibilities, governance, pay, tenure, research funding, and academic freedom—were developed to support the association's policy that academic librarians should be included in collective bargaining units on the same basis as their faculty colleagues. Librarians at Eastern have been actively involved in collective bargaining and crafting contract language to ensure that these standards are implemented. The standards were revised in 1992 and again in 2001.

As the literature reveals and our experience confirms, college and university librarians—in spite of faculty status—are often viewed as fringe faculty. In 1994, a former provost at Eastern questioned librarians' legitimacy as faculty members. This questioning coincided with union contract negotiations, but the strong participation of librarians during bargaining served us well. It is important for librarians to understand that a solid legacy is beneficial, but is not enough

Suzanne Milton is head of reference and instruction at Eastern Washington University's John F. Kennedy Library. Photo courtesy of the author.

to guarantee stability in difficult times. Keeping our voices heard through active union membership is paramount.

Union Activism at EWU

Bill Barr, a librarian who has since retired, was instrumental, along with a group of teaching faculty, in securing the first collective bargaining agreement at Eastern in 1995. Our second agreement spanned the years 2000–2004, with a verbal agreement from the administration to grandfather this contract while Eastern's faculty waited for an interpretation of a new state law on collective bargaining, which went into effect in 2002.

In 1994, EWU became the first of the public four-year institutions in the state to unionize, despite there not being a legal mandate for universities to negotiate with organized faculty. Our union, the United Faculty of Eastern (UFE), is affiliated with the National Education Association and the American Federation of Teachers. For a brief historical account of faculty organizing at Eastern, see the December 2001 *Alki* (at www.wla.org/publications/alki/2001iss3alki.pdf).

Eastern's librarians made a choice to seek faculty status for a variety of reasons. It gives us job security, pay parity, and the opportunity to participate in governance. As librarians, we understood the importance of the role we play in supporting the curriculum through collections, and through services we render to students, teaching faculty, and other university employees. Our involvement in the union is a natural extension of our commitment to higher education. Librarians have played an influential role in Eastern's faculty union, largely due to the involvement of a core of committed librarians.

Importance of Faculty Unions

The faculty status of librarians and their role in unions has been debated in the literature for many years. Topics range from securing and protecting faculty status, to studies about the job satisfaction of librarians with faculty status.



EWU librarians Suzanne Milton and Ted Otto review a union contract

Our experience at Eastern is not unique, nor is our perspective on faculty status. In 1993, a researcher surveyed librarians at 300 randomly-selected U.S. colleges and universities with more than 2,000 students. Of the more than 600 librarians who responded, those with both faculty status and academic rank were most satisfied. Librarians with faculty status reported they were more involved in library governance and were more frequently consulted on issues affecting the library. These librarians also felt they were more involved in the university. Librarians pointed to involvement in their university and library, salary, and academic rank as the best predictors of job satisfaction. (3) A more recent study revealed that librarians who were part of a collective bargaining unit on average earned higher salaries. These findings correspond with other survey results. (4)

In 1986, slightly more than a quarter of professional librarians, archivists, and curators were union members. Ten years later, the figure has grown to 32.7 percent. (5) Motivations for joining a union include a desire to improve the workplace and foster a collaborative environment. Librarians' involvement allows them to learn more about the work teaching faculty does, and in turn, instructors gain a better understanding of how librarians support the curriculum, faculty research, and teaching.

In a recent article on the history of academic libraries, author Sharon Gray Weiner writes, "The role of the library has evolved as the priorities of the institutions have evolved. At the same time, academic librarianship has developed into a distinct profession with its own set of ideals, objectives, and commitment with the academic community." (6)

Librarian involvement in faculty unions is an important commitment to the viability of our profession and the mission of higher education. Faculty unions:

- Protect the quality of the education students receive;
- Protect faculty earning power, even in tough financial times;
- Clarify standards for faculty evaluation;
- Establish promotion and tenure requirements;
- Provide faculty input into workload assignments;
- Provide professional development opportunities;
- Set procedures for fair resolution of disputes;
- Make the bargaining unit inclusive—tenured and tenure-line faculty, librarians, and lecturers are included.

Faculty Collective Bargaining Act

In 2002, the state legislature approved the Washington State Faculty Collective Bargaining Act
Alki • December 2005

(FCBA) and codified the act in RCW 41.76. The law permits faculty in four-year state universities to organize and bargain collectively. An umbrella union organization, the United Faculty of Washington State, has formed to lobby the state legislature, and hopes eventually to unionize all the four-year state universities in Washington.

Under the new law, UFE—despite its long history of successful collective bargaining with EWU administration—had to recertify its union. Faculty at Eastern were assured that there was no rush to certify their union under the new law with the state Public Employment Relations Commission (PERC) because they already had a contract in place with the administration. Then, in April 2004, during a special meeting, Eastern's board of trustees unilaterally voted to no longer recognize the collective bargaining agreement between faculty and the administration. Interestingly, just four months before, the trustees had voted to remove all references to faculty benefits from Eastern's policies and procedures manual, since these were covered by the agreement.

The board of trustees' decision marshaled the UFE to hold an election and file for certification with PERC. The union won certification by an overwhelming majority, 88 percent to 12 percent. In this case, the administration's actions resulted in twenty-three new union members and more support from faculty who were previously lukewarm about unions. The lesson: Verbal agreements, regardless of how collaborative the process, are meaningless. Get all commitments in writing. If the administration is unwilling, assume the worst and prepare for it.

Shaping the Future

Currently, we are in the middle of contract negotiations with EWU administration. Our bargaining team is comprised of six faculty members, including two librarians. The involvement of library faculty is not accidental; it is an important choice that shows our commitment to our profession and to faculty unity in promoting the tenets of higher education. An overarching goal for the team is to include part-time faculty in this contract.

It is my belief that Eastern's librarians' strong record of participation has served us well in securing elected positions in the faculty union. Union membership is a choice, not a requirement, at our university. Eight out of ten Eastern librarians are members. The two librarians who are not members are non-tenure track and chose not to participate in the union.

I have served on the union's executive board since 1993, starting out as a member-at-large. After a number of years, I was elected chair of what was then the union's departmental council, which served as conduit for communications between the union's executive board and faculty in the university's departments or colleges. I was elected due in large part to my strong organizational skills and an ability to network. I am currently a member of the mediation team and have been involved in several mediations. In addition, I am vice president for membership, and a member of the union's bargaining team.

My colleagues at Eastern, librarians Carolynne Myall and Ted Otto, also have been active union members for many years. Myall has served on the labor/management team, and her keen mind and

ability to retain details were of enormous benefit. A thorough knowledge of the contract helped make her an invaluable member of the team. She also served on the grievance committee, a responsibility that requires knowledge of contract language and faculty process. This year, Myall is taking a less active union role while she serves as president of the Washington Library Association.

Otto has served as grievance chair and union president. For a librarian to receive an endorsement to represent the faculty is no small feat. It speaks to a librarian's ability to collaborate and work with a group to reach consensus on best practice. Later, when his successor stepped down from the presidency during a difficult negotiating period, Otto resumed the role and rode out the storm. Currently, he is a member of the negotiating team and also works with the team of union stewards, providing them with leadership while negotiations are underway.

Our record as dependable faculty representatives has created a reliance on librarians to keep union activities on track. I suspect our service orientation is part of the reason that faculty union members come to us for information and assistance with contract issues. Though Otto is no longer the grievance chair, he still finds himself fielding questions and offering support.

Passage of the Washington State Faculty Collective Bargaining Act has made it easier for other university faculties to organize and bargain collectively. Currently, employees at Central Washington University in Ellensburg and Western Washington University in Bellingham are also working on collective bargaining agreements with their administrations. Central Washington University filed with PERC for certification of its bargaining unit, modeled after Eastern's. The

commission has since informed Central that it could not have a bargaining unit modeled after Eastern's unit, because it excluded part-time faculty. Unionization efforts at Western and Central continue. Putting a faculty union in place is a complex undertaking, but the members of the United Faculty of Eastern are convinced that unions have a vital role at institutions of higher education.

References

1. McElderry, Stanley. "Readers and Resources: Public Services in Academic and Research Libraries, 1876-1976," *College & Research Libraries* 37(5): 408-420.
2. Association of College and Research Libraries, Status of Academic Librarians Committee. "Faculty Status and Collective Bargaining Statements: Final Versions," *College & Research Libraries News* 62(3) (March 2001): 304-306.
3. Horenstein, Bonnie. "Job Satisfaction of Academic Librarians: an Examination of the Relationships Between Satisfaction, Faculty Status, and Participation," *College & Research Libraries* 54 (May 1993): 255-269.
4. Rajinder, Garcha and Phillips, John C. "US Academic Librarians: Their Involvement in Union Activities," *Library Review* 50(3) (2001):122. <<http://www.proquest.com>> (10 October 2005)
5. Wood, D.D. "Librarians and Unions: Defining and Protecting Professional Values," *Education Libraries* 23(1) (1999):12-16.
6. Weiner, Sharon Gray. "The History of Academic Libraries in the United States: a Review of the Literature," *Library Philosophy and Practice* 7(2) (Spring 2005). <<http://www.webpages.uidaho.edu/~mbolin/weiner.htm>> (27 November 2005)



Washington State's Premier Risk Sharing Pool

A self-insurance pool, consistently providing low-cost
property & liability coverage to local government districts
in the state of Washington since 1987.

Call today. 800.462.8418

www.wgep.spokane.wa.us

NOTICE TO *ALKI* CONTRIBUTORS, 1985-1998

THE WASHINGTON LIBRARY ASSOCIATION WOULD LIKE TO DIGITIZE AND MAKE AVAILABLE ON THE INTERNET THE FULL RUN OF ITS AWARD-WINNING JOURNAL, *ALKI*. ISSUES FROM DECEMBER 1998 ONWARD ARE ALREADY AVAILABLE ON THE WLA WEBSITE. DIGITIZATION OF THE REMAINING BACK ISSUES WILL BRING WELCOME ATTENTION TO THE ASSOCIATION AND ITS FLAGSHIP JOURNAL, AND SERVE AS A RESOURCE FOR MEMBERS AND THE PUBLIC.

DIGITIZING BACK ISSUES OF *ALKI* REQUIRES THE WLA BOARD TO SEEK PERMISSION FROM THE CONTRIBUTORS TO EXTEND THE PRESENT AUTHORIAL COPYRIGHT AGREEMENT, WHICH WAS ESTABLISHED IN DECEMBER 1998. THE PRESENT COPYRIGHT AGREEMENT IN ITS ENTIRETY READS AS FOLLOWS:

ALKI RETAINS ELECTRONIC REPRESENTATION AND DISTRIBUTION RIGHTS TO CONTENTS. *ALKI* RESERVES THE RIGHT TO RE-USE TEXT, PHOTOS, AND ARTWORK IN SUBSEQUENT EDITIONS, WITH NOTIFICATION TO THE SUBMITTER IF POSSIBLE. OTHERWISE, ALL RIGHTS REVERT TO THE CREATOR/AUTHOR OF THE WORK.

IF YOU CONTRIBUTED TO *ALKI* BEFORE DECEMBER 1998, AND IF YOU OBJECT TO YOUR SUBMISSIONS BEING DIGITIZED AND MADE AVAILABLE ON THE INTERNET, OR IF YOU HAVE QUESTIONS, PLEASE CONTACT US:

CAMERON JOHNSON, *ALKI* EDITOR, AT alkieditor@wla.org
MARY WISE, *ALKI* COMMITTEE CHAIR, AT wisem@cwu.edu

Join WLA.

The Washington Library Association includes some of the best and brightest members of the Washington library community. In our numbers we have classified staff, trustees, Friends, librarians, techies, students, book-people, cybrarians, artistic types, literary types, creative types and even library directors! We come from college and university libraries, from public libraries, from special libraries, from school libraries. Some even come from no library at all.

What unites us is our care for the well-being of Washington libraries. WLA offers an annual conference, specialized training, legislative support for libraries, a journal, and a variety of leadership and creative opportunities. WLA makes a difference in how Washington libraries see themselves and their work. For more information, visit our website at wla.org. Explore the site, and make our business your business. Download a membership application from wla.org/memberap.pdf, or join online at wla.org/registration.html.

WLA : Building partnerships in the Washington library community.



MONICA SANDS

Reflections on the Leadership Institute



Last October, I had the wonderful opportunity to attend the first ever Pacific Northwest Library Association (PNLA) Leadership Institute, held at Dumas Bay Retreat Center in Federal Way. Led by John Shannon and Becky Schreiber, the institute was for me a much-needed breath of fresh air. I spent time with many amazing people from around the Pacific Northwest and from all different kinds of libraries, all sharing my passion for libraries. A year later, I find myself reflecting on the experience, the many things I learned about myself, and my place within the profession.

Arriving at Dumas Bay was like entering a different world. Formerly a convent, this conference and retreat facility has lovely lush grounds with a beautiful view of Puget Sound, perfect for a week of introspection. During breaks, many participants walked the grounds and enjoyed the rocky beach at low tide. I recall evenings contemplating the day's events while looking out over the water watching a beautiful sunset. The rooms themselves were free of outside distractions—no television, no telephone, and no Internet.

The institute organizers put much care and thought into making all of us feel welcome and comfortable. As a fanatic for quotes, I was delighted to find a goody bag and a quote waiting for me in my room upon arrival. I was even more impressed to find out that each participant got a *unique* quote. Someone had taken a lot of time to put together these individually tailored goody bags. As the week progressed, I was continually delighted when Shannon and Schreiber sprinkled positive quotes and snappy phrases throughout their presentations. I felt like I was definitely in the right place!

The use of inspirational quotations throughout the week also served as a reminder to me of the importance of positive thinking. I realized that being around negative people or in a stagnant environment can affect you, and I could now see that my work environment had taken its toll. I came away from the institute with a renewed energy and determination to return to positive thinking, to get back to being the person I was several years ago. Quotations are a very powerful tool for changing our thinking and are now my first defense against the negative thinking of others. This was another way the leadership institute recharged my batteries.

The most important of the institute's exercises taught me about my leadership style and personality traits—the good, the bad, and the ugly—and taught me that all of us are leaders, even if we do not see ourselves that way. I saw people who did not think of themselves as leaders step up during the exercises and become successful lead-

ers. One exercise—which we promised not to speak of to others—showed that even if you are not in a designated position of authority, your voice as a leader can be heard, is worth being heard, and should be heard. The trick to being a leader is having the courage to use your voice. It may be a quiet voice, but it can change the direction of the team, an important thing to remember, as we are all part of a team in our work lives. This “secret” exercise taught me that I am more of a risk-taker than I ever realized.

The institute leaders not only chose activities that taught us about ourselves, but also taught us how to work effectively together despite our differing leadership styles and personality traits. We learned that common goals are reached more easily when the people involved in making decisions communicate effectively and know how organizational decisions are made. Knowing our own leadership style and that of others makes such success more likely.

At times during the week I felt very frustrated about my workplace (which I have since left), where I had worked for over a decade as a paraprofessional. Shortly before participating in the institute I had begun to realize how little my previous library system as a whole valued the work of non-librarians, which I think were seen primarily as a necessary evil. The institute helped me see that the organizational culture there was not conducive to positive interactions between librarians and the rest of the staff. After discussions with others at the institute and after much introspection, I realized how this negative attitude towards paraprofessionals had seeped into my thinking and changed how I felt about myself.

The institute helped me pinpoint my negative thoughts and attitudes and taught me techniques to change them. Although I had recently completed my MLIS degree before attending the institute, I avoided calling myself a librarian because I did not hold an actual librarian position yet. I found myself saying, “Oh, I’m only a paraprofessional,” or “I’m just a clerk.” I decided at the institute that it was okay for me to say, “I am a librarian” because I *am* a librarian regardless of my position. In fact, “I am a librarian!” became my favorite affirmation, a tool I was reintroduced to at the institute. When I shared my affirma-

Monica Sands is a children's librarian at King County Library System. Photos by Carol Reich of Hillsboro Public Library in Oregon.


tion with my group at the leadership institute, it was met with applause. What a wonderful welcome into the profession!

Thankfully, the organizers of the institute were cognizant of the issues some organizations have regarding paraprofessionals and professionals. All institute participants were welcomed equally, recognizing that all staff can be leaders within the library no matter what their official title. Our name-tags revealed nothing about participants' position in the "real world." We were all there for a common purpose and we all learned from each other. Not knowing who did what in the library world helped create an open and sharing atmosphere.

The straight-from-the-heart sessions in which mentors spoke to the group also were inspiring and led me to reconsider my direction both professionally and personally. While we did get to interact with our mentors, I would like to have heard even more from them, as I believe they could have provided very insightful feedback. But I believe I understand why the institute leaders decided to keep the mentors quiet much of the time. As participants and leaders, we

needed to learn how to comfortably, tactfully, and effectively give feedback to others. Each participant had to work on this in his or her own way. I, for example, tend to water things down for people so as not to seem too harsh or hurt someone's feelings. This unassertive manner may make it easy for someone to write off my message. The institute leaders' reticence allowed us to work on addressing our own weaknesses in giving feedback to others.

Looking back on my week at the PNLA Leadership Institute, I am still surprised by how much I learned about myself. The break from the "same-old, same-old" with a group of library-loving people revived my spirit at a time when I was feeling most discouraged about entering the library profession. For me, the institute was a journey of self-discovery sprinkled liberally with positive thoughts, practical advice, and words of wisdom. Thank you to the PNLA board who had a vision and saw it through, to my former library system and the Washington State Library for funding my attendance, and to all of the institute attendees for helping make it a fantastic week.

The winter 2005 issue of *PNLA Quarterly* is entirely devoted to the 2004 PNLA Leadership Institute. See it online at www.pnla.org/quarterly/Winter2005/PNLA_Winter04_05.pdf. Watch the PNLA website for information about the next PNLA Leadership Institute, scheduled for October 2006. 



Scenes from the first PNLA Leadership Institute, held in October 2004 at Dumas Bay Retreat Center in Federal Way.

Who's On First?



ELENA BIANCO AND NANCY SLOTE

The E-document Shell Game

When President Lyndon Johnson signed the Freedom of Information Act in 1966, he said he did so with a “deep sense of pride that the United States is an open society in which the people’s right to know is cherished and guarded.” The assumption, of course, is that the documents are available, somewhere, to be viewed. But that’s not necessarily the case anymore, and the increasing publication of digital documents has raised many new questions about the availability of government publications.

The publication, collection, dissemination, and preservation of government documents has a venerable history in the United States. Since 1813, depository libraries have been in the business of collecting, organizing, and preserving materials and assisting users. States have followed suit with their own depository requirements for state documents.

Documents librarians and those who use documents regularly know that the depository system has never fully captured all documents. A generally accepted estimate is that 50 percent of federal documents are fugitive, defined as “those documents of public interest or educational value, not classified for reasons of national security, which have not been acquired for distribution to federal depository libraries or brought under bibliographic control.” (1)

At the same time, even if we know about certain documents, they may be tantalizingly out of reach. Nearly forty years after the passage of the Freedom of Information Act, the administration of President George W. Bush seems to have little regard for the principles set forth in this law and for Johnson’s goal of an “open society.” Librarians who seek to protect their patrons’ privacy and intellectual freedom have paid most attention to the USA PATRIOT Act. But many of us are also very concerned by the administration’s systematic interference with access to government information.

“Homeland security” has most often been used as the reason for closing down access to previously public information. As the examples below illustrate, however, it seems that politics plays a role in this administration’s decisions about what information to make—or not to make—available to the public. The following Bush administration actions have weakened public, media, and even Congressional access to government information:

- In November 2001, Bush signed an executive order that allows a current president to keep records of previous presidents from

going public—even if the former president wants them released. This order has also effectively shut off access to thousands of documents from the administrations of Bush and his father, George H.W. Bush. (2)

- In 2002, the Bush administration classified as “secret” more documents than any other president had classified in a single year. (2)
- A 19 March 2002 White House memorandum to executive branch agencies urged them to withhold “sensitive but unclassified information related to America’s homeland security.” This has been problematic because the memorandum does not define “sensitive.” Agencies may have many reasons for considering information sensitive that have nothing to do with national security. (3)
- In July 2003, Congress, at the administration’s urging, deleted twenty-eight pages of the Congressional report on the September 11 terrorist attacks that dealt with Saudi Arabia and the role wealthy Saudis played in funding Islamic groups who support terrorism. (2)
- The administration has made secret indefinitely the documents upon which U.S. Secretary of State Colin Powell and Central Intelligence Agency Director George Tenet based their arguments before the United Nations Security Council for taking the nation to war in Iraq. (2)
- In July 2005, the Bush administration balked at releasing documents written by U.S. Supreme Court nominee John Roberts, Jr., even though many of those documents pertained to the time he worked in the solicitor general’s office during President Ronald Reagan’s administration. (5)
- In response to requests by the September 11 Commission (National Commission on Terrorist Attacks upon the United States), the Bush administration repeatedly resisted and delayed turning over key documents. (4)
- The Bush administration has repeatedly refused to provide information regarding the relationship between Vice President Dick Cheney’s energy task force and energy company executives. (4)

Elena Bianco is a reference and public services librarian at Shoreline Community College. Nancy Slote is assistant managing librarian at Fairwood Library, King County Library System.

To add even more complexity, we now face an enormous change in the world of government documents, i.e. the creation of digital documents and their publication on the Web. It is estimated that as many as 50 percent of federal documents are now published digitally with no print version, and that the percentage is increasing yearly. The newest estimates are that 65 percent of new titles made available to federal depository libraries in 2004 were online. (6)

Digital publication on the Web is a double-edged sword. On one hand, digital publication is a boon to dissemination (and not coincidentally, the cause of some very serious soul searching on the part of the Federal Depository Library system to justify its existing rationale and organization). Through spidering and other technologies, the electronic revolution may make it easier to find those fugitive documents. Yet, do we have any assurances that we will be able to find those documents when we want them and to access all of the information contained therein? According to a recent discussion paper prepared by the Depository Library Council, an Andrew W. Mellon Foundation-funded report found that “Web-based government information is subject to high degrees of volatility, loss, format diversity and genre variation.” (6)

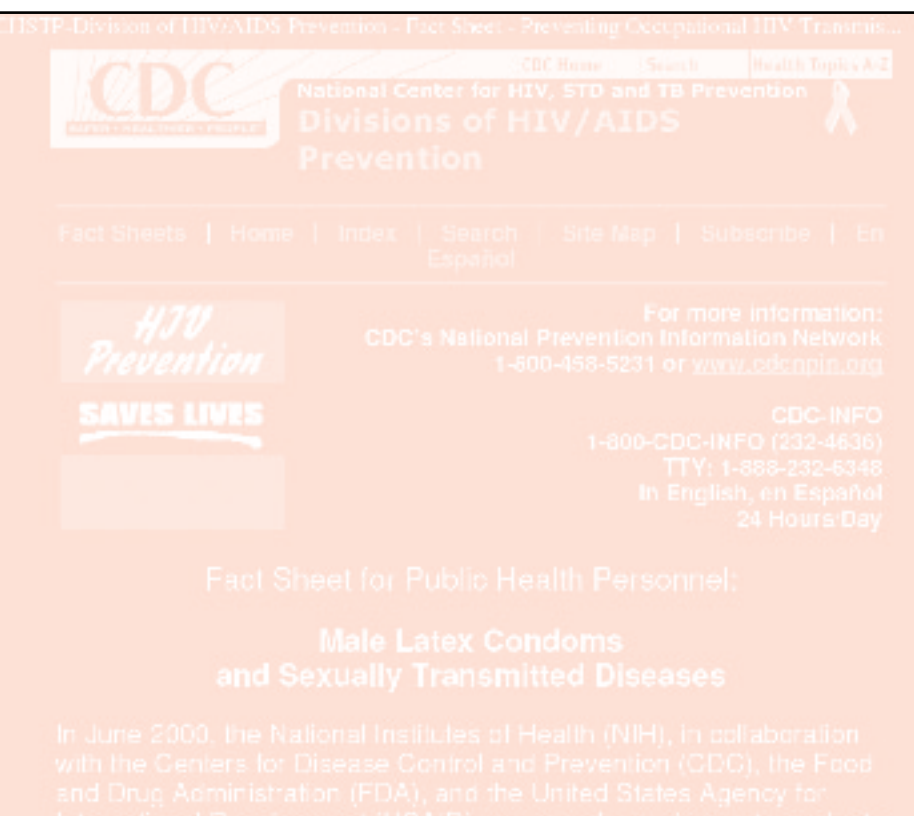
What does happen to a document when it’s published on an agency’s website? Is there any guarantee the document will remain on the site? Who is responsible at the agency for maintaining access to these publications? Do agencies have designated personnel, or does the task fall to the overworked webmaster who may or may not have any pertinent knowledge or training? Do the agencies have any guidelines for the maintenance of the content of a site? What happens to drafts and older editions and the underlying commitment to preserving the historical record? What about the format of these digital publications? We’ve all had the experience of trying to reproduce shoddily produced documents and finding that we are unable to print certain kinds of graphical information.

And then there’s the organization of a website to consider and the often Byzantine meanderings through many links to try to find a document. Even site indexes can be rather useless for a large agency website. Once you’ve found the publication, it becomes even more infuriating when the website has been redesigned, and the document, which required superhuman effort to find a week ago, is suddenly in a completely different location on the site.

Perhaps the most disturbing aspect of all is to discover that the document has been removed from the site altogether. Ah, it is oh so easy to remove a document that doesn’t fit a particular agenda. This is not a hypothetical concern. There is ample evidence that our particular administration is exerting influence upon the information provided by federal agencies:

- A commonly cited example is a 2002 incident, when a Centers for Disease Control website fact sheet on proper condom use and effectiveness was replaced with a document that emphasized condom failure rates and the effectiveness of abstinence. According to sources quoted in the *New York Times*, the changes were directed by Bush administration officials at the U.S. Department of Health and Human Services. (7)
- In June 2005, the *Los Angeles Times* reported that the Bush administration manipulated scientific data in a government study on the environmental impact of cattle grazing just before it announced that it would loosen regulations limiting grazing on public lands. (8)
- A Union of Concerned Scientists report cited thirty-seven pages of examples of incidents where administration officials changed, revised or eliminated working reports or altered the makeup of advisory committees in ways that appeared to bolster political priorities. (9)

Both the federal government and the states are looking at new ways to maintain the integrity of digital government documents. At the federal level, the Government Printing Office is taking the lead, working with the Federal Depository (Continued on page 14)



Above: This Centers for Disease Control fact sheet touting the effectiveness of latex condoms in preventing AIDS was replaced in 2002 on the CDC website by another that recommended abstinence and stressed condom failure rates.

MARGARET THOMAS

Leading from the Middle

At 10:45 PM Whitworth College President Bill Robinson emailed a student he'd met on campus earlier that day:

Katie,

Hope you're off to good start.

Bill

"I remembered her name—she'll love that," says Robinson in a telephone interview the next day. "It took me twenty seconds to write that."

It was the second note Katie has gotten from the president, who writes a personal message on some 1,250 acceptance letters every year. It's an example of what he calls "leading people from the middle," which is also the title of a book he wrote a few years ago. (1) "My understanding of leading from the middle refers to influencing from among, rather than from above, below, or in front of one's group," he wrote.

Robinson has twice spoken at library conferences and wrestled with some of the issues at the heart of library leadership. A few years ago he made a controversial compromise on Internet filtering at the private Presbyterian college in Spokane. And he is outspoken in his views about the fiduciary obligation of libraries to stay just behind the leaders in the race for technological innovation.

Effective leadership means participating in both the big issues and also the little things like remembering someone's name, attending a swim meet or shooting hoops with students at lunchtime. So how does the leader of an institution with a \$40 million annual budget make it home in time for dinner? "The bottom line is you have to work harder," says the 56-year-old, who gets up at 5:30 AM, and makes time for a run most days. President since 1993, he lives on campus with his wife Bonnie, and often writes at home in the mornings before riding his Huffy bicycle to the office. On a recent typical day he had dinner at home and then worked until 9:30 PM before attending a student-led worship service.

His accessibility and informal style has impressed everyone from big-school headhunters to the Whitworth groundskeeper, who once told the local newspaper, "He's the best president we've ever had. He'll listen and talk to you no matter who you are and what you look like."

Of the six hallmarks of effective leadership outlined in his book, Robinson points to communication as the most important. "A lot of times I've said the wrong thing," he admits. "But people will extend

more grace when they recognize that you're willing to be vulnerable in the name of openness and transparency."

By all accounts, Robinson is outgoing, energetic, and gregarious. So, is an engaging personality the real key to successful leadership? Not necessarily, he says. "The person who leads best from the middle is often the person who is the best listener." The "quiet leader" who has gathered ideas from others often outperforms the one who "takes over the room and makes proclamations."

One of Robinson's ever-present leadership challenges is balancing Whitworth's Christian principles with the need for intellectual freedom in an academic setting. Easy access to pornography was the catalyst in 2001 for a campus-wide debate about Internet filtering. "That was an excruciating one," says Robinson. "On philosophical grounds I was opposed to the Internet filter, but I spent the better part of a year talking to students and listening to students...and faculty."

He points to a twenty-page argument from six freshmen men who claimed to be addicted to pornography, as pivotal in his final decision to filter computers in residence halls, while leaving those in libraries and computer labs unblocked. "The fight to protect the free exchange of information on this campus can be fought collectively and openly," he wrote in a three-page decision. "The battle, however, against a multi-billion dollar pornography industry is too often fought alone, in the privacy of one's room." Robinson drew on the Bible for backup. "This decision," he wrote, "falls in line with Saint Paul's exhortation to 'make no provisions for satisfying our lusts' (Romans 13:14)."

Ancient texts offer little guidance when it comes to the pressures to adopt ever-new information technologies. In his book, Robinson shares his philosophy. "I have tried to avoid the extremes of being too hip about the future or too romantic about the past," he writes. And he doesn't mince words when it comes to the role of libraries. "I don't think it's appropri-



Margaret Thomas is a librarian at the Washington State University Extension Energy Program in Olympia. Photo courtesy of Whitworth College.


ate for libraries to be out there getting hacked up on the cutting edge," he says. "Let the private sector deal with testing what's next. 'What's next' is out-muscling what's proven. Libraries have a responsibility to the public to stick to what's proven."

Whatever the setting, one of the challenging paradoxes about effective leadership is that sometimes leaders must follow. Leaders have an obligation to

empower others, says Robinson, who relies on a simple phrase: "I never thought of that."

"If I never thought of it," he says, "it never hurts to say, 'I never thought of that.'"

References

1. Robinson, William P. *Leading People from the Middle: The Universal Mission of Heart and Mind*. Provo: Executive Excellence Publishing, 2002. 

Bianco and Slote (Continued from page 12)

Library Program, to create a national electronic collection. Even there, a philosophical debate has arisen between those advocating for a single centralized server and those who believe a decentralized system based at the depository libraries will protect against government censorship and intrusion. Regardless of the outcome of this debate, the most important point is that digital documents must live separately from the agency that created and first published them.

The individual states have also been grappling with access and preservation of their own electronic government publications. Washington State established its depository system in 1963. The law created a permanent depository called the Publications Distribution Center at the Washington State Library and mandated a system of distribution to depository libraries within the state. As at the federal level, an increasing number of state documents are published electronically, and responding to that trend, the state library has promoted the establishment of an electronic archive of documents hosted on its own server. During the most recent legislative session, the state library promoted House Bill 2155, which essentially redefined documents to include paper and electronic formats. Although the bill did not pass, the state library is committed to working with the state agencies to make sure electronic publications have a permanent home.

Other states have already passed legislation. A new law in Oregon (to go into effect in 2006) requires that all state agencies submit publications in electronic format to an existing centralized content management system (CMS). State agencies have already been managing their websites through the CMS, and the state library will be responsible for cataloging the publications, providing MARC records to any library in the state, and arranging for a permanent repository.


What lessons can library professionals take from these events and trends?

Government information may be here today and gone tomorrow unless federal and state governments create permanent archives for their digital publications. These publications must be easy to reproduce, with standardized metadata, and the archives must preserve the information in such a way that it will still be available even though the technologies that produced it will most likely become obsolete.

For those of us who provide bibliographic instruction, we must look at government sources (websites, in particular) in a new way, with a highly critical eye. While we might have taken these sources for granted in the past as being accurate and unbiased, we now have to explain to our students and patrons that this information may be incomplete or tainted.

As library professionals we need to keep informed and to contact our state and federal legislators to fight back against efforts to limit or politically influence information the public relies on, and we need to encourage the establishment of independent agencies to preserve the electronic record.

References

1. "Fugitive Documents Week Nets 222 New Titles." *Administrative Notes, Newsletter of the Federal Depository Library Program*, 25(5) 15 April 2005 <<http://www.lib.umich.edu/govdocs/adnotes/2004/250504/an2505b.htm>> (17 September 2005).
2. Bryce, Robert. "Top Secret Bush." *Texas Observer* 96(3) (13 February 2004):10.
3. Aftergood, Steven. "Making Sense of Government Information Restrictions." *Issues in Science and Technology* 18 (4) (2002): 25-26.
4. Samuels, Dorothy. "Psst: President Bush is Hard at Work Expanding Government Secrecy." *New York Times*, 1 November 2004.
5. "The Roberts Docu-Drama." *Wall Street Journal*, 28 July 2005.
6. Depository Library Council. "The Federal Government Information Environment of the 21st Century: Towards a Vision Statement and Plan of Action for Federal Depository Libraries." September 2005. <http://www.gpo.gov/su_docs/fdlp/> (17 September 2005).
7. Clymer, A. "U.S. Revises Sex Information, and a Fight Goes On." *New York Times*, 27 December 2002.
8. Cart, Julie. "Land Study on Grazing Denounced." *Los Angeles Times*, 18 June 2005.
9. Gugliotta, Guy and Rick Weiss. "President's Science Policy Questioned: Scientists Worry That Any Politics Will Corrupt their Credibility." *The Washington Post*, 19 February 2004. 



DIANE HUCKABAY

Libraries as Leaders

Uncertainty in the impulses of the spirit is something that is incompatible with truth.—*Werner Heisenberg, physicist*

Characteristics that I have observed in good leaders include a capacity for understanding, the freedom to listen, and clear conviction. The effective leader also empowers (grants permission to others to do what they want to do) and inspires (motivates others to discover the value that a specific activity has for supporting a purpose). In the context of the theme of this *Alki* issue, I wanted to consider leadership not in terms of an individual inspiring a group, but in terms of a library as an institution fulfilling a leadership role in society.

According to a book called *The Future of the University*, institutions are closed systems not designed for creative input. So how does an institution inspire and empower individuals to understand the institution's worth? (This question occurred to me around the time I was listening to testimony in the state legislature about funding for higher education institutions.) As an institution, the library needs to be responsive to the people it serves and to the community it serves, but it also needs to inspire. *The Future of the University*, by the Executive Planning Committee for the University of Oklahoma, also discussed a concept I frequently apply when faced with a decision regarding resources to support the library. The concept is that when form follows function, resources are created; but when function follows form, resources are wasted. The waste occurs because the functions were not considered as part of the design. (In this context, *form* is a spatial concept that describes a particular state, and *function* is a temporal concept describing the purpose of an activity.)

The sense of place each individual library gives to its community is transmitted by the people who use the space and the way they function there. Another book called *The Oregon Experiment* (which was written by the group who wrote the better-known book *A Pattern Language*) describes the process by which older buildings on the campus at the University of Oregon were redesigned to adjust to the changing needs of students and instructors. The emphasis there was on the particular needs that were addressed in the remodeling, and on how the feeling of the space was influenced by the historical context of the original building.

It has occurred to me that the creation of a public forum to discuss the purpose of the library *in the library setting* is the perfect vehicle to establish trust in the process of dedicating the resources needed to support the library's function in the community. The "New Planning for Results" program sponsored by the state library

describes a process that involves the community in prioritizing services. The community can use this tool to address serious issues facing libraries, such as the concerns mentioned by the speakers at the recent Workshop in Library Leadership (WILL) conference. The speakers at WILL talked about the decline of civic engagement, hoarding of resources, and interpersonal conflicts among trustees and staff. There was also a speaker on marketing, and a panel discussion about the USA PATRIOT Act and its implications for patron confidentiality. All of these are serious issues that challenge the library to understand how it can be culturally effective and a source of community pride.

The values we are protecting as institutions are intellectual freedom and the personal well-being of the individuals we serve. At the community level, library associations and the local library take the lead in the battle against censorship and against the erosion of individual rights. These values cannot be understood by each individual, however, unless each performs the work that supports the library's function. I have many volunteers putting in more hours than ever, doing very tedious work because they see how their activity fits into the larger picture of what value the library has for their community. At the same time, there can be no function without relevance. Our library services must be relevant to the needs of the people who use them, and our work must be relevant to our personal lives. That, to me, seems to be the key to communicating the worth of the library. We must consider the individual's needs while encouraging participation in a larger purpose.

Six years ago, I was listening to a motivational speaker addressing a group of AmeriCorps volunteers. The speaker emphasized the importance of passion because, as he said, "goals do not motivate." So, although goals and institutions cannot motivate, institutions can lend the stability needed to support personal effectiveness. Thus, goals are a tool to provide direction for the energy of passion. My own passion stems from my ability to pursue the truth that gives life meaning. Libraries play an important role in support of that pursuit.

The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.—*Michelangelo*

Diane Huckabay is the director of Kittitas Public Library.



BRIAN SONEDA

News Flash! First-Time Directors Spill Their Guts!

When the call went out for story ideas on the theme “Forms of Library Leadership” for the December 2005 issue of *Alki*, I offered to do a group interview with some of the newer first-time directors in the state of Washington. What were their thoughts in the early months of their first directorship? What were the surprises? Were there common issues, problems, or concerns?

As it turned out, getting five new directors (including me, Mount Vernon City Library director since April 2005) in the same place at the same time proved difficult. While I was able to talk with three of the four directors in person, much of the questioning was done by email, with quite a few phone and email side conversations (which evolved into some interesting tangents). I appreciate the time the following library directors took to think about and answer my questions:

Margaret Studer, director of the Upper Skagit Library District, which opened to the public in December 2004. Studer came out of retirement to take the job, but with past service as a librarian in public and medical libraries and as a library trustee.

Geraldine Veenstra, director of the Kelso Public Library since November 2004. Veenstra came from the Fort Vancouver Regional Library, where she was the Woodlawn community librarian.

Joy Neal, director of the La Conner Regional Library since July 2005. Neal came from North Central Regional Library, where she was the human resources manager.

Pam Kiesner, director of Bellingham Public Library since August 2004. Kiesner came from Brown County Library in Wisconsin, where she was the assistant director, then acting director.

Brian Soneda, for Alki: Did your experiences prior to taking your current position prepare you to be a director?

MS: A little bit less than babysitting prepared me to be a parent! Some of the most helpful prior experiences were being chair of a public library board, which has helped me be very sympathetic to the role the board plays; owning and operating my own business; and being a parent—that most humbling of experiences—which honed those listening and multi-tasking skills.

Brian Soneda is director of Mount Vernon City Library. Photos page 17 (left to right) courtesy of Brian Soneda, Geraldine Veenstra, and Pam Kiesner.

GV: I think life prepared me for this.

JN: Most definitely. Because of my varied background I have been able to hit the ground running. But I think it is unfortunate that library school doesn't teach some of the skills a director needs.

Alki: Joy, on the off chance that library school faculty members from all over the country will read this, what classes should be offered to aspiring directors?

JN: I'm thinking of classes that would not only help library directors, but anyone considering management positions in a library. “The Basics of Employment Law” comes to mind. “Budgeting 101” is another. “Laws Governing Libraries in Washington” would be a good one for library leaders in this state, as there are junior taxing districts, partial library districts, city libraries, and rules governing trustees...lots of laws. Finally, a class on public speaking, as everyone wants you to give a presentation to their group!

Alki: Pam, do you feel your experiences prepared you to be a director?

PK: Like becoming a parent, nothing quite prepares you for the reality. You may think you know just about all there is to know about a situation, but until you are actually living it, you cannot know firsthand what to expect. Beginning my career as a children's librarian in a library and community that valued children was tremendous preparation for administrative responsibility. You quickly learn the value of programming, marketing, public relations, teaching, and community connections—it's the best training to be a director!

Alki: You'll get no argument from me on that. [Alki reporter began his career as a children's librarian] How long had you wanted to be a director?

PK: It seemed like a natural transition from my previous experiences, and I knew that I wanted to be—and would be—a director when the opportunity was right.

MS: I didn't really know that I had wanted to be a library director until I started the job. I thought I had already retired from librarianship.

JN: Like Margaret, being a library director was never my desire. The La Conner job seemed a perfect fit for my skills. It is in a part of Washington I love, and just happens to be a director position.

GV: My whole life.

Alki: You've known you wanted to be a library director your whole life? I didn't even know I wanted to be a librarian until after I graduated from college. Really Geraldine, your whole life?

GV: Well, what I mean is that I realized very early on that there were people who made a difference in this life. I knew that I wanted to be one of those people a long time ago. Coasting through life never interested me. Libraries provide me the vehicle in which I can work for the good of us all. Brian, why did you want to become a director?



Margaret Studer, Brian Soneda, and Joy Neal



Geraldine Veenstra



Pam Kiesner

Alki: *Oh, shoot, I thought I only had to ask the questions. Well, I guess I wanted to feel and deal with the pressure and excitement of having the buck stop at my desk. To finish my library career not having experienced that seemed unacceptable to me. However this turns out, I am filled with ferocious joy that security was less important to me than challenge.*

GV: That's pretty quotable.

Alki: *Um, thanks, where was I? Oh, what has been the biggest surprise for you as a new director?*

JN: I was surprised at how much hands-on work I have. I am doing everything from book orders to financials as well as backing up the desk as needed.

GV: That it's pretty lonely up here; that you can survive lonely; and that I love to work on the budget.

PK: How much it would have assisted me to know more about daily operations. In my previous position as assistant director for a county library system, I did not have regular, daily contact with the front-line staff that did circulation, technical services or network services, for instance. As directors, it is important to take the time to know operational issues and our customers in order to effectively lead. This was not so much a surprise as it was a reality check.

MS: The fact that I am having so much fun and that I am so engrossed in this job!

Alki: *Have you been able to follow through on your agenda coming in? In other words, did you identify a "must do" list of work items and have you been able to pull some of them off?*

MS: This is a new library district so everything has to be created from scratch; the "must do" list is continuously evolving and changing. My agenda was to get the library up and going and that has happened.

GV: Little things add up. Of course there are big things, too. I am in the process of rewriting a policy manual and each month there is a new topic to tackle.

JN: I came in with a very long "list" based on what I saw when I visited for the interview and later when I met with the staff and board. I have been able to cross off some items and am making good progress on several others. If you asked my staff they would say I have made lots of changes. Fortunately they have been behind me all the way.

PK: My agenda has included getting to know the staff, current library practices/ procedures/policies, and the community. I have worked to do all three and feel amazingly accomplished one year later.

Alki: *Who or what has been the biggest help to you in your first year as director?*

MS: I'd have to rate the staff and the board of trustees as the biggest happiness factors in this particular job. They have been so patient and supportive of me. Next are the public librarians in this county

where there is no countywide library service—this has become a strong support system.

JN: My board and staff have been very supportive. The board was extremely helpful in bringing me up to speed on where the library came from and what kinds of things had been going on as well as expectations.

PK: [Pam mentioned her staff, her board, other library directors, her city administrator and fellow city department heads and...] I transferred my YMCA membership my first week in Bellingham and make time to exercise nearly every day. Regular exercise keeps me sane.

Alki: *What is your favorite thing about being a director?*

MS: The fact that I open the door into the library in the morning and before I know it I am leaving for the day and so much has happened in that seeming blink of an eye that I can't believe it has only been one day.

PK: Knowing that nothing we do is done in a vacuum; it takes a team of people to make a library great.

GV: The creative edge you get to bring to the job.

JN: Being the director gave me an instant "in" into the community, a standing so to speak. It opened doors.

Alki: *And your least favorite thing?*

PK: Not being able to make the time (yet) to read for pleasure.

GV: Filing for E-rate, or in general, filling out tedious forms, which require verbatim precision.

MS: I am not too fond of the feeling of being isolated without a larger network, i.e. library system, to fall back on for support and guidance.

Alki: *Margaret, can you elaborate on the isolation issue?*

MS: Well, in a partial county library system such as ours we have no larger entity to fit into—no municipality with a finance and HR [human resources] department, no library district with shared resources such as collection development tools, children's services specialists or a PR [public relations] department. Yet we have all the same needs as other libraries and our patrons have the same expectations. I should say that the people at the [Washington] State Library have been a tremendous help but the lack of ongoing partnerships is an isolated, lonely feeling.

Alki: Joy, what is your least favorite thing about being a director?

JN: I have to do a column in the weekly newspaper reviewing new books and plugging library events. It always is a chore to be creative every week.

Alki: But don't you think having a weekly column in the paper is also a wonderful public forum for the library to have?

JN: I agree. I think the column is a great way to keep in touch with the community, so I force myself to do it. People come in with the paper in hand asking for the book I just reviewed or want to discuss the comments I made about the updated circulation system or the library being painted. It is a wonderful opportunity that you don't get in a large town with a newspaper full of things other than local tidbits. We get front page coverage of summer reading programs, and the editor even calls if I don't make deadline.

Alki: What is the biggest or most important thing you have learned as a new director?

MS: That the most important thing for me is to relearn the value of prioritizing—that everything doesn't have to get done all at once, all things have a time and there is a time for all things if I remember to take time to breathe and enjoy.

JN: Margaret's right. Don't try to do too much at one time—take your time. I had to take a deep breath, step back and set priorities. I am very organized, but this about put me over the top stress-wise.

PK: Being a director has affirmed for me that we do nothing by ourselves. Our institutions thrive because of the ownership of the staff and the public.

GV: Road, sewer, and water projects rank high in the minds of councilmen.

Alki: Now that's quotable! Do any of you have mentors you care to mention?

PK: People who know more than I do. My coaches tend to be some other very smart city department heads, my library board president who is politically savvy and wise about community issues, and a few personal friends (and my husband) with whom I can let off steam and/or relax.

MS: Any directors or managers with whom I have worked who led by example and with humor and fun, Jan Sanders being at the top of the list.

GV: Candy Morgan, who recently retired as community libraries director at Fort Vancouver Regional Library District.

Alki: The Jan Sanders story is pretty familiar to Alki readers. Geraldine, can you tell us what you admire about Candy Morgan?

GV: She worked tirelessly to bring library services to rural and urban communities in Southwest Washington and she understands what intellectual freedom really is and how precious a freedom it is. I share her passion. I have committed my professional life to serving rural communities and have stood up for intellectual freedom in all the arenas of my life both professionally and personally. I just need more sleep than she does. I could never keep up with her.


Alki: Are we having fun yet?

GV: Most days. And when I am not, I take my bike, which is stored right by my desk, on a quick ride around the block.

JN: I love my job. It is so rewarding to see positive changes I can make. The La Conner community is very supportive of their library.

PK: Now I am, yes. It has taken about a year to feel just a bit more relaxed.

Alki: Margaret, you already answered this question earlier, but do you want to answer again?

MS: Yes, I'm having more fun than at any other paid job I have ever had—knock on wood—the challenges are endless, there is never enough time in a day, and I learn new things and meet great new people every day at work. What more could I ask for? 

INSTRUCTIONS TO CONTRIBUTORS

Alki: The Washington Library Association Journal is published three times per year (March, July, and December). Each issue centers on a theme selected by the *Alki* Editorial Committee. **Themes** of upcoming issues are announced on the WLA website and in the editor's columns. Articles should be in-depth examinations of issues of importance to Washington libraries. All works should be original. Unsolicited contributions and off-theme articles are encouraged but will be published based on the needs of specific issues. Submissions are edited. The editor and the *Alki* committee make the final decision on any submitted material. **Deadlines** for submission are January 15 for the March issue, May 15 for the July issue, and October 15 for the December issue. We prefer article text to be submitted as digital files in .doc or .rtf format. Also, we prefer that artwork be well-composed glossy black and white 35mm prints. However, we can accept some alternatives: ASCII text transmitted as an email message, in email attachments, or on a PC-formatted 3.5-inch diskette, Zip disk, or CD-ROM; and artwork transmitted as .tiff or .jpeg files of adequate resolution. Please include informative captions with artwork. We recommend that you contact the editor before submitting artwork. Artwork will be returned on request; otherwise it will not be returned. **Typical article lengths** range from one to three *Alki* pages, including artwork. A three-page article with no artwork contains about 2800 words. News items about personnel changes, professional organizations, awards, grants, elections, and facility moves or construction are included in the "Communiqué" column as space permits. **Columns** are regular features about library service or operations. Columns are typically pre-assigned to a designated person. Anyone interested in submitting material for a specific column should contact the editor. *Alki* retains electronic representation and distribution rights to its contents. *Alki* reserves the right to re-use text, photos, and artwork in subsequent issues, with notification to the submitters, if possible. Otherwise, all rights revert to the authors.

JENNIFER LEE PETERSON

Mentoring: Leadership as a Subversive Activity

Having worked as a paraprofessional in libraries for over a decade, I have witnessed and been affected by the incredible pace of change in our work, and have watched our institutions struggle to keep up with the demands placed upon us. Libraries today face difficult issues in recruitment, retention, succession planning, and building leadership. Librarians and library staff—at all levels in the organization—must find ways to achieve job satisfaction while performing new roles and expanding our skill set, ideally while aligning the needs of institution and self. My interest in these matters led me to graduate studies in library and information science, and my final year became a call to action to investigate how we may instill within library culture a commitment to creating organizations that can cope with the rapid pace of change.

While I was struggling with the academic aspects of these questions, Deborah Jacobs from Seattle Public Library (SPL) provided me the opportunity to do fieldwork research into mentoring, to help that library design its own staff mentoring program. Mentoring has often served as a means of building new leadership, but I wondered how it could be presented as a solution for all, not just those intentionally seeking out leadership opportunities. And how could leadership-building be integrated into the framework of mentoring so that staff could learn the skills which prepare us for the future? My research, along with the practical experience gained at SPL, have allowed me to explore these issues. This article will sketch out what I have learned.

Twenty years ago, as an undergraduate, I read a book that taught me the ultimate importance of “learning how to learn.” (1) But it wasn’t until 2005, during my final quarter of graduate school, that I realized how Neil Postman and Charles Weingartner’s 1969 book *Teaching as a Subversive Activity* could provide insight into the value of mentoring for developing leadership among library staff. (1) This book posited that an environment nurtured by collaborative and continuous learning—what we would call a “learning organization” today, though the term did not exist then—can develop leadership, almost unbeknownst to the leader.

Postman and Weingartner focus on the ways in which education can better meet the changing needs of our youth, so that anyone can “learn how to learn” and can become “an actively inquiring, flexible, creative, innovative, tolerant personality who can face uncertainty and ambiguity without disorientation, who can formulate viable new meanings to meet changes in the environment which threaten

Jennifer Lee Peterson received her MLIS from the University of Washington Information School in 2005. She is now a special projects coordinator for WebJunction.org. Photo courtesy of Jennifer Lee Peterson.



Jennifer Lee Peterson

individual and mutual survival.” (1, p. 218) In my mentoring research, I discovered a similar theme in the more recent work of LeAne Rutherford, who presents the myth of Proteus as an analogy for library workers in our ever-changing careers. (2) Proteus, the son of Poseidon, the Greek god of the sea, had the gift of prophecy and was able to change his shape at will. We *all* have seen or experienced the changing roles of libraries and librarians, and can recognize how imperative it is that we learn to adapt to change, look to the future, appraise changing situations, and reform and re-create ourselves and our organizations in response.

As I began to focus on mentoring in libraries, I came to recognize a noticeable lack of accountability on the part of staff and administration to support and nurture the leadership potential in all of us. If no one is willing to step into a leadership role—or if that role is restricted to one person with the appropriate title—library staff may find themselves in leadership-challenged environments. Curiously, though we act as mentors in leadership roles outside the library—in our relationships, our families, our schools, our churches, our clubs, and our communities—many of us find it difficult to retain that multi-leveled nature of leadership when we go to work. This article will emphasize the opportunity available to us if we make intentional mentoring a priority, not as an additional burden, but as integral to our work.

My research has led me to believe that *being* a leader is not so important as *leading*; the verb takes precedence over the label. Effective leadership is not performed by any one person, but instead is a collaborative action performed by many, utilizing a toolset of complementary skills. The concept of teamwork is not new to our profession, but perhaps we’ve more to do to encourage *peer mentoring* within existing networks. References to peer mentoring are not new to the literature of staff development. Kathy Kram and her colleagues began discussing peer relationships in the mid ‘80s, as a means of providing a forum for mutual exchange in which individuals can both learn and share, achieving “a sense of expertise, equality, and empathy that is frequently absent from traditional mentoring relationships.” (3, p. 129)

Mentoring Survey Responses

"Key challenges"

- Giving momentum to a program without its appearing to be a "top down" initiative.
- Providing enough time for training, and for evaluating the relationship.
- Addressing a lack of "give and take" between participants.

"Key benefits"

- Mentoring relationships create "less ambiguity about expectations and non-codified rules or procedures" for newer staff.
- The "mentor often gains perspective on the profession" through "new ideas and viewpoints."
- "Learning for succession management and achieving a level of leadership that contributes to positive performance reviews."
- "Better support process, cross-training, leadership and staff development."
- "The organization benefits from stronger networks developed and more confident, active employees."

Kram's work began what has become a sustained debate in the literature about the effectiveness of two different types of mentoring, formal and informal. *Formal mentoring* is facilitated and supported by the organization, while *informal mentoring* is created and sustained by a pair of employees without formal institutional support. The need to define these relationships exclusively as one or the other type is the first of many myths surrounding mentoring that I encountered both in the literature and in the assumptions of those I surveyed and interviewed.

Like Kram, I resist the presumption that the mentoring only properly occurs between someone with more experience (the mentor) and

someone with less experience (the mentee). I believe that both benefit when they approach the relationship as an opportunity to learn and to share, and the library benefits when this sharing is done within the context of the organization's needs and goals. Such collaborative learning can operate outside organizational hierarchies, and can remind all participants of their responsibility to remain accountable for their contributions, whether as a leader in a defined role or as a peer contributing to the process.

My research uncovered many new definitions related to peer mentoring, which aims ultimately to develop and sustain a learning organization, a concept I'll explore below. Organizations adopting *semi-formal*, *semi-structured*, or *facilitated* mentoring show their commitment to mentoring by providing flexible and structured tools and support for the process. *Group mentoring* brings together a group of staff members with a common need and pairs them with another staff group with solutions to share. But *co-mentoring* most clearly expresses what I consider to be the essential nature of peer mentoring: each peer-partner both learns and teaches.

After researching the learning potential of mentoring in general, I began to compile a list of print and digital resources specific to mentoring in libraries. In order to solicit input from people that had actually participated in mentorship, I posted an online survey to a number of library listservs and collected forty-two responses from the U.S., Canada and Australia. I asked those surveyed to highlight some of the key challenges to and benefits of mentoring; among the data gathered, I received some telling responses (see sidebar)

Learning Organizations

In my reading, I came across a number of connections between mentoring and this relatively new concept of a "learning organization." Peter Senge defines learning organizations as "organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together." (4) Coming across this concept, so reminiscent of Postman and Weingartner and their "learning to learn" manifesto, I found I had come full circle in my own learning, to a renewed recognition of how we can enable learning in our lives and in our work. Senge reflects on the more subtle or, as Postman and Weingartner would say, "subversive" way that leadership can be cultivated in our organizations:

If people are really enabled to grow in authentic ways, they will develop their natural capacities to lead regardless of their formal positions.... Effecting such changes will require new tools and approaches to leadership cultivation... This will require mentoring. But it also will require enacting work environments that combine inquiry and reflection with decision taking... It will also require attending in more subtle ways to the overall environment or context within which work occurs. People know when they are in a 'generative space.' They sense the excitement, trust, and openness to new ideas combined with commitment to results. Few experiences shape people's leadership capacities more than being part of an extraordinary team that achieves the impossible. (5)

Libraries are well aware of the limitless opportunities for learning, but we often focus on patrons' needs and neglect our *own* individual and organizational learning. I would like to see libraries implement the ideas of Postman, Weingartner, and Senge, and develop supportive learning relationships for the active exchange of information, ideas, and expertise. Such libraries could set a positive example for other institutions in our communities, and I believe society would be better for it.

Though I've only begun to touch upon some of the practical applications of these ideas about leadership and mentoring, I hope I've piqued your interest enough to come see what else I've discovered that may help you address a mentoring approach to professional development—whether of individuals, peers, or of your entire organization. I have discovered that there are as many different types of mentoring and leadership as there are people, and as many ways to approach "learning to learn" as there are collaborators in the library world.

While I have completed my MLIS and moved on to a new job, I have continued to collect and make available various mentoring and leadership resources in a new mentoring area of WebJunction, an online

(*Continued on page 22*)

NANCY PATTON

It Pays to Have Friends

Mukilteo, Washington, has long been recognized and valued for its beautiful natural setting. It is the site of the ferry terminal to Whidbey Island, boasts large waterfront homes, a golf course, and a growing, affluent population.

In 1994, Mukilteo was also known as the first community in Washington to close an operating library.

In the early 1960s, Mukilteo was a small town centered on the ferry dock. The first Mukilteo Library was established in 1963 when the City of Mukilteo contracted with Sno-Isle Libraries for library service. As the city grew, the library moved to the Rosehill Community Center, a 1928 building given to the city by the school district. The Mukilteo Library served its residents for many years in that tiny, downtown location. As more and more people discovered this quaint spot by the sea, housing development tracks began springing up in every corner of the area. By 1991, the small town of Mukilteo had grown from 1,500 to over 13,000 residents and the library was too small. The city went to the voters to approve a ballot measure to purchase bonds for land acquisition and library construction. To the surprise of many, the ballot measure was rejected by a large margin. One of the main obstacles was confusion and concern over where a new library would be built. In November 1994, the city asked voters to approve a property tax levy to pay the 1995 contract fee to Sno-Isle Libraries. The measure again was rejected. The levy failed for a variety of reasons, remembers Sam Rarig, then president of the library board and a member of the Friends of the Library.

On the last day of 1994, the Mukilteo Library closed its doors. “The day the library closed was a sad one,” says Rarig. “A large group of library supporters gathered together outside with flashlights and held a wake as the doors closed for the last time.”

Books were returned to Sno-Isle Libraries and storage racks and equipment owned by the city and the Friends of the Library were sold at half their original value. During the sale of the equipment, nearly 100 families pledged their commitment to support a plan for a new library and to assist the Friends and the library board. Over the next few months, the Friends and the library board continued to meet. And following a telephone survey of nearly 300 active Mukilteo voters, they decided to spearhead a campaign to again place the library issue on the ballot.

Working closely with the City of Mukilteo and Sno-Isle Libraries, the pre-campaign activity began. “[There was] great commitment



Sam Rarig

from many individuals to have a new library,” says Rarig. A communications plan defined key messages for the community, including construction costs and location. Local community leaders and other library advocates worked together to draft a timeline identifying decisions that needed to be made before a new election could be held.

Through city population projections, Sno-Isle Libraries developed an overall library needs assessment, which determined the building size and cost. A centrally located site was selected at Harbour Pointe, and Sno-Isle Libraries assisted with the purchase of 4.5 acres. The site was then deeded to the City of Mukilteo. This act of faith by Sno-Isle Libraries was a significant factor supporting the library campaign. After the city selected an architect, a team was established to help with the overall building design. By the time the actual campaign work began, the building design and site location were complete.

Interested citizens, Friends of the Library, the library board, and city council members formed a political action committee (PAC) to run the campaign. The PAC coordinated a wide range of community informational activities, everything from doorbell ringing and placement of more than 800 campaign signs with the slogan “Think Library!” to setting up booths at various city and school events. Two city-sponsored informational meetings were held so citizens could ask questions and voice their concerns. For the three-month period before the election in the Fall of 1996, library advocates spoke to social organizations, talked with neighbors, held fund-raising events and wrote a series of editorials addressing anticipated voter questions.

On election day, Mukilteo residents voted on two measures: annexation to Sno-Isle Libraries, and a \$2.8 million levy to pay for library construction. At the end of the day, Mukilteo was on its way to a new library with a resounding 66 percent approval for annexation and 57 percent voting for the levy.

Nancy Patton is development coordinator at Sno-Isle Libraries. Photos courtesy of Friends of the Mukilteo Library.

Hundreds of Mukilteo residents gathered on the morning of September 27, 1997, and cheered as library leaders used golden shovels to break ground for the new library. One year later, the formal dedication ceremony concluded nearly four years of library advocacy by a dedicated group of citizens who reminded their community to “Think Library!”

Today the Mukilteo Library is the fourth busiest of the twenty libraries in the Sno-Isle system, with more than a quarter million visits to the 15,000-square-foot library in 2004. More than 15,000 Mukilteo residents (approximately three-quarters of the total population) have library cards. Being so centrally located, the Mukilteo Library is a true community center. Last year, 400 programs for children, teens, and adults were held at the library. The Friends of the Mukilteo Library supply funding to enhance the library’s programs and services. Says Rarig, “It just goes to show that a united group getting behind a project can accomplish wonderful things.”



Far left: A Mukilteo Friends of the Library book sale in the hallway of the Rosehill Center in Mukilteo. The door at foreground right is the entrance to the library, a converted classroom in the former school building. At the time of its closure, the library shared the Rosehill Center with city offices, a gymnasium, and other classrooms used for recreational purposes. **Bottom:** The current Mukilteo Library under construction in 1998. **Above:** Mukilteo Library today.

Peterson (Continued from page 20)

resource for library staff to share ideas and resources: webjunction.org/do/Navigation?category=11567

Here you’ll find some of the results of my past year’s research, including the mentoring survey, best practices resources, and a mentoring workbook for those interested in initiating a mentoring relationship. I encourage you to use, share and contribute tools as you develop the rich resources you have in your own staff and communities, and grow, subversively or overtly, a network of seasoned learners capable of collaboratively building and leading a rich and fulfilling learning organization.

References

1. Postman, Neil and Weingartner, Charles. *Teaching as a Subversive Activity*. New York: Delacorte Press, 1969.
2. Rutherford, LeAne H. “Taking Charge of Your Professional Life: A Special Librarian’s Guide to Greater Work Satisfaction.” *Information Outlook* 3(9)(September 1999): 17-22.
3. Kram, Kathy E. and Isabella, Lynn A. “Mentoring Alternatives: The Role of Peer Relationships in Career Development.” *Academy of Management Journal* 28(1)(March 1985): 110-132.
4. Senge, Peter. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday/Currency, 1990.
5. Senge, Peter. From comments on “Illuminating the Blind Spot: Leadership in the Context of Emerging Worlds.” 15 February 2001 <<http://www.dialogonleadership.org/SengeComment.html>> (26 October 2005).

BONNIE TAYLOR

Trustees: You Are Not Alone

Orcas Island Library District trustee Audrey Stupke had a tough story to tell about the effect of budget problems on her island library. The budgetary downturn there began with Initiative 747, the citizen's initiative passed in 2001 which limited annual property tax levy increases to the lower of either the inflation rate or one percent. I-747's passage led to library service cuts on Orcas Island, and resulted in long months of community rancor and conflict.

She explained that her last term as trustee was extremely difficult. A small cadre of disgruntled islanders was loud and negative as the board struggled with budget problems and maintaining services. Restoring the shrinking library levy was not an option for these community critics, and they helped defeat the levy lift proposed for this purpose. The library tax is now a good—or bad, rather—25 percent lower than its pre-I-747 level.

“Whatever the challenge, trustees must be objective and willing to compromise to serve their constituents,” she said. “The library is the common denominator of a community, and even though at the end of my term being a trustee was painful, I'd do it again.”

Stupke's remarks were part of a panel discussion—sponsored by the Washington Library Friends, Foundations and Trustees Association (WLFFTA)—at WLA's 2005 conference in Spokane. Our panel of library trustees had meant to offer tips and support for fellow library trustees statewide—to show that they are not alone in facing such issues as Stupke's library is facing. Ironically, though, it was our panel members that ended up feeling alone; only a dozen or so library board members from across the state made it to Spokane, and not all of those attended our session.

I couldn't help but wonder why so few trustees attended the conference, especially with so many library boards across the state facing tough funding cuts. Maybe such budget woes prompted the poor attendance. That is ironic, if so, because our conference should be seen as a useful training ground for those with funding challenges.

Maybe even more important to trustees, WLA's annual array of programs and events offers them a chance to recharge their enthusiasm for this often-difficult volunteer work. Even though Washington trustees are not elected but appointed, most library boards have governing powers with serious, sometimes daunting, responsibilities. That was evident in the comments made at our program, moderated by Patience Rogge of Port Townsend.

Bonnie Taylor is a trustee at Mid-Columbia Library. Photos by Cameron Johnson. Photos this page show (from top) Audrey Stupke, Jennifer Roseman, and Bonnie Taylor.



But despite the dearth of trustees in attendance, we on the panel gave our best insights anyway on how boards—and their libraries—can benefit from sharing ideas on advocacy, trustee duties and effective meetings. Seated at the other end of the table from me, Jennifer Roseman, a veteran Spokane Public Library trustee, was unreservedly honest in her comments.

“When I was young I didn't see myself on the shelves of my local library,” said Roseman. “Yet I loved reading and hoped by joining the Spokane board I could help make libraries accountable to all. Now I'm going off the board at a time when I'm very concerned for the future of our libraries.” A dedicated advocate for reading and learning, Roseman told about how a decade ago Spokane voters passed a bond to strengthen libraries. Only a few years later there is no end in sight to budget cutbacks, even though some city branches are already closed for all but a few hours just two days a week. “It's devastating,” she said with emotion. And, she reminded us, Spokane is not alone; libraries all across the country are facing funding shortfalls. “Today, more than ever, trustees must be passionate for libraries,” she declared.

Stupke's and Roseman's experiences hardly bode well for libraries, particularly in larger, far less isolated communities, where libraries must compete for notice—and for funding—with countless organizations, sports events, and cultural programs. Stupke

observed that sometimes a large city is a small place and a village is a large one. “For sure,” she said, “events and traditions and economics shape conditions on an island as they do in a city.”

WLFFTA once had had a retreat on Orcas Island. I saw during that August just how much the library there contributes to the well-being of its residents, serving as a community center for a myriad of activities. Yet Stupke discovered—to her dismay—that many islanders don’t know, or simply don’t understand, what a great asset their library is. Or, rather, there is a disconnect on Orcas—as there is in other parts of Washington—between liking the library and wanting to pay for it. Stupke said that her biggest disappointment in Orcas’s post-I-747 funding crisis was the lack of vocal support expressed by the majority who frequently use the library and take part in its numerous programs.

The panelists and moderator then talked about the importance of energetic leadership by trustees to keep libraries strong and well funded. I observed that technology advances are leading politicians and others to say that in the not-too-distant future public libraries will wither away.

“For sure,” I commented, “more and more Americans work alone in cubicles, drive alone in cubicles, and stay at home the rest of the time with their TVs, electronics, and computers. So the speculation is out there that libraries soon will not be needed, that everyone will simply connect to the world from their cubicles and live vicariously through their gadgets. Does that mean our work as trustees is pointless?”

I answered my own question. “Of course not. Our political leaders need to understand that when they cut funding for libraries they hurt the very people they are supposed to serve. Americans want more in the Information Age than to be isolated data processors. They are going to libraries in record numbers, even as government officials shrink library budgets.

“Libraries are every bit as essential to meeting the challenges of modern America as schools and roads and parks and social services. If we who are connected to libraries don’t declare their importance loud and clear, who will?” I asked. “And, if we don’t act together as advocates for our libraries, who will?”

As we on the panel looked out over the small gathering of trustees and librarians, Stupke observed that other communities might be like hers and simply not understand the value of trustees’ attending statewide events and workshops. “Perhaps they, too, can’t see the big picture or the importance of library supporters learning from each other, supporting each other and networking with each other.”

I agreed that in Washington today too many public libraries limit their services, commitment, and vision to their own communities and don’t concern themselves about the lack of—or loss of—library services in other areas. I believe, however, that equal access to libraries in our state is as vital as equal access to education. “It’s all about money, or rather the lack of money,” I said during the session. “To survive, we trustees tend to hunker down, peer inward and put all our efforts toward helping our own libraries survive. This works ... for a while. It won’t accomplish what we need—good access to public library services for all, and good public support for all our libraries. If we don’t work together, as WLA strives mightily to get us to,” I said, “I fear more and more libraries on their own will suffer devastating, downward spirals of funding and service. One more tax-saving initiative in this state may be all it takes.”

At that point our discussion focused on the importance of trustee advocacy for libraries. Basic to that advocacy, Stupke underscored, is regular, productive contacts with community leaders, civic groups, and the media.

Spokane Public Library trustee Jennifer Roseman said that trustees also must have ongoing relationships with public officials. “Support them in their interests, as well as stay in their face,” she said. Roseman also suggested that trustees serving together on a board must communicate well with each other and should promptly bring to their director any questions they raise. “Trustees need to be there for the director,” she added, “and make sure in bad times that they are doing okay.”

She encouraged trustees to show support for library workers in their branches by stopping by to say “thank you.” An audience member asked what types of trustee-staff contacts are appropriate. A trustee in the audience gave a playful reply: “Micromanaging means any inquiry about things the director doesn’t want the board to know.” The panel advised trustees visiting libraries to take to the director any questions raised by staff comments. Stupke followed up with a suggestion that directors can help trustees by producing complete, informative meeting packets and by keeping them informed of developments during each month.

When asked about the recruitment of new trustees for library boards, Roseman said she thinks the process is too insular. She called for trustees to directly solicit new members from the community. “We don’t get fresh blood,” she said. Stupke nodded her agreement. “Being a trustee is a huge personal commitment, but I loved it,” she said.

All the panel members agreed on the importance of boards’ having a good orientation process in place for new board members. Roseman told of how other board members and her director had helped and prepared her for visits to branches. Panel members also cited as valuable educational segments for trustees during board meetings. Scheduled monthly for ten-to-fifteen minutes, library updates or reports on library trends or conferences, such as WLA’s, give trustees a broader view of public library operations and challenges.


Stupke and I discussed the advantages of board committees for developing involved, active library boards. Such smaller groupings

of trustees can explore issues in detail while avoiding the time pressure exerted in formal board meetings. Standing committees that meet regularly are an ideal way for trustees to meet with staff members and the director in fact-finding venues.

Written remarks from Whatcom County Library District trustee Amory Peck offered insights, too, into the relationship between a director and a board. Panel moderator Patience Rogge of Jefferson County Rural Library District read aloud Peck's comments: "When boards do their jobs well, the systems are served by the finest of directors. Each has strengths to share, and each understands that an informed board is critical to the success of the system."

Peck also wrote about her personal challenges as a trustee. "As a board member I've faced angry picketers and outraged legislators. I've fielded phone calls from patrons and addressed righteous talk-show hosts...one of our branches faced a challenge from the FBI. Our board sucked up our courage and stood firm against the request for patron records. It wasn't easy, it wasn't comfortable—but it was the right thing to do."

As the panel discussion wound down, I thought about how hard it could be as a trustee to know what is the right thing to do, and I wondered again why so few trustees chose to come to conference, and what, if anything, that signifies for the future of libraries. Those of us active in WLFFTA continue to seek ways to convince trustees of the benefits of networking because we believe statewide communications among library advocates is more important today than it's ever been.

Despite the problems facing libraries statewide, only a few members of our interest group who were not already at WLA's conference drove to Spokane especially for WLFFTA's annual meeting and program on Saturday. Does that mean it is a mistake for WLFFTA to meet the day after the conference has had its run? Would an earlier time slot be better attended? As one of WLA's largest interest groups with more than 180 members, WLFFTA needs to find an answer to these questions when its steering committee meets for a retreat this summer. 

Resources for Trustees

In Spokane, WLFFTA's new chair, King County Library System trustee Jim Grayson, urged those present on Saturday to encourage more board members to join the Association for Library Trustees and Advocates (ALTA), an affiliate of the American Library Association. With roots that date back to 1890, ALTA provides resources, programs, publications and services to public library trustees and other advocates. One of ALTA's efforts to build trustee confidence, Jim remarked, is to offer for sale on its website *The Successful Library Trustee Handbook* by Mary Y. Moore, a library consultant formerly with the Washington State Library.

Excellent manuals for both trustees and Friends can also be downloaded for free from WLA's own Web pages (www.wla.org/publications/index.html#manuals), and WLFFTA is laying the groundwork to publish a handbook for library foundations, which are increasing in number throughout the state.

The Washington State Library, with support from WLA and WLFFTA, has put out a revised edition of *The Public Library Trustee Reference Manual*, edited by Karen Goettling, WSL Governance and Statistics Consultant, and by Kristy L. Coomes, a library consultant from Lacey, with assistance from Sharon Hammer, former director of Fort Vancouver Regional Library. Funding for the trustee manual came through the federal Library Services and Technology Act. The manual is available at: secstate.wa.gov/library/libraries/libDev/publications.aspx#man

Stupke, who has enthusiastically directed a pair of statewide forums for library Friends, also organized *The Washington Friends of the Library Handbook*. This manual, available too at wla.org, is dedicated to Dorothy Jane Youtz, the "Hat Lady," who first proposed such a handbook. With some 300 libraries in the state spread over sixty library systems, there is no need for any trustee or library supporter to go through tough times alone, not if he or she will look outward and realize library supporters are much stronger when bound together than when isolated and alone.



The panel would like to have seen more trustees attend the session, held in April 2005 at the WLA conference in Spokane.



The 2006 WLA Conference

“GROW...Connect. Learn. Aspire.” is the theme for the 2006 Washington Library Association conference in Tacoma. This annual conference of library workers will take place from 19-22 April in the heart of a rapidly



changing city that is home to an amazing combination of cultural attractions, historic sites and outdoor activities.

Attendees are guaranteed to **GROW...Connect. Learn. Aspire.** as they choose from thirty-six different workshops with interesting and somewhat controversial topics such as: sex in the library, branding for libraries, marketing to teens, health questions shouldn't hurt, help for the tragically un-hip librarian, and workplace rights, just to name a few.

This year's WLA conference will begin with several full-day preconferences covering a number of subjects, including mastering customer service skills, effective fundraising strategies, revving up online services, getting your tales told in the media, and effectively implementing corrective action and progressive discipline.

The conference will also host a special opening reception at the Washington State History Museum. This event will allow conference-goers to connect with current colleagues and meet new ones while enjoying special museum exhibits



including “Liberty on the Border,” a special exhibit about the concepts of liberty pre- and post-Civil War, and “Weavers Spirit Power,” an exhibit highlighting Washington's cultural heritage.

Not only will conference attendees be amazed with the plethora of unique workshops, but they will be captivated by the conference keynote speakers:

- **Bill Barnes** and **Gene Ambaum**, creators of the zany comic strip *Unshelved* (the only comic strip set in a public library), will keep audience members laughing as the pair gives the keynote address at Thursday's conference breakfast.
- Noted cultural critic, feminist theorist, and writer **bell hooks** will delight and inspire conference goers at the Thursday evening banquet.
- **Michael Gorman**, President of the American Library Association will be the keynote speaker at Friday's ALA breakfast, the same day on which the CAYAS Breakfast will feature nationally known children's book illustrator and writer **Steven Kellogg**.

Register for the 2006 WLA conference and “Grow...Connect. Learn. Aspire.” For more information on conference programs, go to wla.org/conferences/wla2006/





Library Legislative Day 2006

What's the difference between lobbying and advocacy?

Well, it's a simple matter of the audience. Supporters of a particular cause or position are "advocates."

When those same people seek to influence public officials to take one position over another, they are "lobbying."

You may think that politicians never listen, but when was the last time you actually tried to talk with one? Politicians can hardly listen to people who never talk with them.

It is absolutely critical that we engage our legislators in discussions about the value of libraries.

Lobbying helps lawmakers understand what libraries need, and makes clearer the effects certain legislation will have on libraries.

Libraries need your help. While it is uncertain which legislative issues may affect libraries in the 2006 legislative session, we know that your participation on the Washington Library Association's Legislative Day in Olympia on **Thursday, 9 February 2006** will make a difference in how legislators think about libraries. Your presence will help legislators remember throughout the session what you want for libraries.

With help from the Washington Library Association, you will have the opportunity to network with your colleagues from around the state. You'll gain a better understanding of how libraries function and what issues aid and plague Washington libraries. Armed with this information you'll then meet with policymakers and present a strong case in support of—or opposed to—key library issues affecting each legislator's constituents.

Here's what you need to know:

- Participants will gather at the Masonic Center in Tumwater on the morning of 9 February. A continental breakfast will be provided.
- Members of WLA's Legislative Planning Committee, along with WLA legislative liaison Steve Duncan, will brief participants about critical issues facing libraries.
- Participants will learn how to effectively convey messages to legislators and will be provided with talking points about pertinent library issues.
- Participants will have a shuttle bus available for transport from the Masonic Center to and from the Capitol.
- Registration information will be available in January 2006 at www.wla.org. Please begin making appointments with your legislators as early as possible!

The event aims beyond gaining lawmakers' support for all our issues in the next session. The presence of a large number of effective grassroots advocates will lay the foundation for a stronger and more targeted approach to library-related issues during the session and throughout the year.

Sharpen Your Pixels: A new RIG logo for a new year!

RIG, WLA's Reference Interest Group, announces a contest to design a RIG logo. If you would like to see your imprimatur on all official RIG literature, and contribute to the branding of this dynamic and vital organization, please submit an entry! The image should be about two inches wide when printed and be able to scale well. The ability to integrate nicely with the WLA logo is a plus. The winner will receive a gift certificate at Amazon.com. The deadline for submissions is 14 February 2006. Please send questions/submissions to:

RIG Co-Chair Deanna Sukkar
The Information School
University of Washington
dsukkar@u.washington.edu
wla.org/igs/rig/



Clockwise from top:
bell hooks,
Gene Ambaum,
Bill Barnes,
Steven Kellogg and friend, and
Michael Gorman.

THE SOLINUS PAGE

SUSAN MADDEN

An Historical and Social Overview of the SRC

There is a basic tradition within the noble profession of librarianship which transcends all other considerations. I can see you mentally cataloguing and rejecting the various possibilities: intellectual freedom and access, funding, stereotypes, automation, circulation statistics, board and community support, whose turn is it to clean the staff lounge...

No, despite the potential for in-depth historical and philosophical treatises on every one of these aspects of the field, the subject of this paper is on the *most* fundamental and important service we humble purveyors of information can possibly conceive. I see, by our faces, the dawning awareness that, by its sheer magnitude, I could only be speaking of the *Summer Reading Club!* (Hereinafter, in true professional style, to be referred to acronymically as SRC or SRIIC, not to be mumbled and confused with CIRC or SRRT.)

A casual perusal through library literature from the earliest days on shows the evolution of the SRC in the U.S. (Note that the SRC seems to be exclusively a North American phenomenon, a fact which certainly invites further research into our socio/cultural/economic and pedagogic history.) The beginnings appear to be rooted in the Chautauqua concept of uplifting summer education for the masses. Evolving from speeches by noted political and moral leaders, as well as artistic and aesthetically instructive notables, the contemporary SRC still attempts to tantalize the vulgate while developing desire and incentive for self-improvement.

The evolution also highlights the shift from adult to child, (with a recent upsurge in re-involvement of the adult), as well as a reflection of a changing society's values and technological achievements.

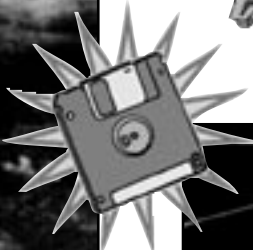
Paper originally presented in 1990 at the meeting of the Society Gaius Julius V. Solinus Washingtonius in Pasco. Susan Madden—BA, MALS, KCLS, WLA, PNLA, ACA, YASD, PLA, LAMA, IFIC, WCAC, WSCTS, WLMA, & BSS—is retired from King County Library System.

See our sidebar for a thematic perusal of SRC programs for the last hundred years. It rapidly and graphically demonstrates, we think, this cultural shifting in the American landscape.

By now we've discovered and heavily utilize the powers of the media, demographics, niche marketing, and the latest technology to carry forth our SRCs. We, of course, cooperate fully with other libraries and librarians to be more cost effective and publicity aware: ergo, increased numbers of statewide and region-wide SRCs. Indeed, with ALA and extraordinary media support, we're even seeing national approaches such as National Library Week (NLW) and "Night of 1,000 Stars," which certainly will be but harbingers of a national SRC.

Due to careful market analysis, a theme with broad cultural, socioeconomic, and aesthetic appeal will have to be developed. Dramatic and inspiring graphics which are simple and have high visibility and instant recognition need to be incorporated, as does a Hi/Lo-ESL-broad-age spectrum, non-stereotypical identity. After thoughtful considerations, several consultants probing a number of focus groups, and utilizing extensive non-denominational surveys, have designed the perfect SRC which will wear well into the 2000s. The result? The *Bookworms' Club!*





READ



- 1900 "The Bookworms' Club"—Add a body segment for every book read. **Prizes:** Copies of Horatio Alger bikes.
- 1905 "Big Stickers"—Receive a "bully-bottom" for every book read. **Prizes:** A camp out with tree planting and Rough Rider hats.
- 1910 "Casey's Readers"—Get a bat to put in the "dugout." **Prizes:** Tickets to local baseball game, with chance to pitch.
- 1915 "The Lusitania Literatii"—Receive a paper life-preserver for every book read. **Prizes:** A trip on a local ferry, with ice cream.
- 1920 "Page Flappers"—Add a bead to the flapper's necklace. **Prizes:** Junior G-man badges and toy machine guns.
- 1925 "Roadster Readers"—Rubber patches for every book read. **Prizes:** Serve as grand marshal in the Tin Lizzie parade.
- 1930 "Hooverville Bookies"—Get a paper apple for every book read. **Prizes:** A live turkey.
- 1935 "WPA Club"—Add a bridge strut for every book read. **Prizes:** Join the local CCC for a two-week "vacation."
- 1940 "Bundles for Britain Bookers"—Give a chocolate bar for every book read. **Prizes:** Eagle & Lion standard with U.S. flag and Union Jack.
- 1945 "Atomic Readers"—Add a mushroom cloud to the globe. **Prizes:** Bomb shelter plans with ten best books for survival.
- 1950 "McCarthy's Raiders"—Add a Commie name for every book read. **Prizes:** Certificate given by local House Un-American Activities member.
- 1955 "Eager Cleaver Readers"—Add a baseball cap to the Beave for every book read. **Prizes:** A part in the sitcom.
- 1960 "Space Racers' Club"—Move your rocket up for every book read. **Prizes:** A Sputnik poster and a box of Tang.
- 1965 "Beatle Bookers"—Pics of the Fab Four for every book read. **Prizes:** A special viewing of *A Hard Day's Night* at a library sleepover slumber party.
- 1970 "Tune In, Turn On, READ!"—Add a psychedelic flower to the ceiling for every book read. **Prizes:** None, just a happening with herbal tea in Peter Max.
- 1975 "Dungeons of Sorcery Society"—Magic "gifts" for each book read. **Prizes:** A robotic dragon with Conan costumes.
- 1980 "The Yuppy Puppy Literary Society"—Designer labels for each book read. **Prizes:** A tour of L.L. Bean and \$100 gift certificate.
- 1985 "Compu-Viders"—Add a public domain disc for every book, film, or video read or viewed. **Prizes:** Nintendo programs.
- 1990 "Teenage Mutant Ninja Readers"—Bandana squares for every book read. **Prizes:** Karate, Aikido, and Tai Chi classes.

I'd Rather Be Reading...



DAVID WRIGHT
Gift Books

That time of year has arrived when many of us pause in our construction of ever mightier to-be-read ziggurats, and shift our capital towards the purchase of largely to-be-unread books for others. Although I love getting them, I remain dubious about the gift-ability of books. How many well-meant gifts are destined to become neglected ballast for our libraries, or store credit at our favorite used bookshop?

Perhaps it is better to give a book that will entertain for an hour than to saddle our friends with days of dutiful homework. I'm talking about the kind of books that get passed around and read aloud at the holiday party, even by nonreaders. Books that need no further introduction than their titles (see sidebar).

For those who insist on giving meals rather than snacks, my colleagues and I in the Seattle Public Library's Fiction Department have pulled together some titles that should give somewhat better than random odds at providing the would-be book giver with books that make better gifts than re-gifts.

Good Reads They Haven't Read

Rules of the Wild, by Francesca Marciano. Fans of *The English Patient* will love this journey to exotic modern day Kenya, where sensitive, erudite Esme finds herself caught between lovers, and between competing visions of her lush, ravaged new home.

The Folded Leaf, by William Maxwell. Long before *Catcher in the Rye* came this stirring and thought-provoking tale of intense yet uneasy friendship between intellectual Lymie Peters and athletic Spud Latham, coming of age in the 1920s Midwest.

Disturbances in the Field, by Lynne Sharon Schwartz. Readers can rejoice that this powerful novel is back in print. Realistic and graceful, this is the philosophical, life-affirming story of musician Lydia Rowe, whose harmonious existence is forced into disarray.

Best New American Voices 2006, edited by Jane Smiley. This annual collection presents a diverse array of powerful stories from writing programs across the country—authors you've never heard of, and will never forget. Be the first on your block to read the best.

David Wright is a readers' services librarian with the Seattle Public Library and chair of the Readers' Advisors of Puget Sound. He can be reached at dwright@spl.org.

Hadji Murat, by Leo Tolstoy. Tolstoy's poignant last novel, a mini-masterpiece about the surrender of a fearsome and enigmatic Chechen rebel to the tsar, is based on actual events some sixty years in the great author's past.

For the In-Laws: Books that Offend No One

Standing in the Rainbow, by Fannie Flag. America's heartland comes alive in this funny/tender portrait of Elmwood Springs, Missouri and the "salt of the earth" who epitomize old-fashioned family values, by the author of *Fried Green Tomatoes at the Whistle Stop Café*.

Chronicles of a Vicar, by Fred Secombe. Can a Welsh village in South Wales match James Herriot's Yorkshire for quirkiness? This amusing and affectionate collection of one vicar's experiences will convince you the answer is "yes!"

Miss Julia Speaks Her Mind, by Ann B. Ross. Unaware of her husband's mistress, newly widowed Julia has some choice words to share with the friends who kept his secret, when Hazel Marie drops off "Little Lloyd" and fails to return.

Country of the Pointed Firs, by Sarah Orne Jewett. Dunnett's Landing, a small fishing village off the coast of Maine, beckons the nineteenth century author into the interconnected lives of its inhabitants. Lovingly detailed vignettes are the hallmarks of this classic work.

Just for Laughs

The Big Love, by Sarah Dunn. When 32-year-old Alison sends her live-in boyfriend to get mustard for their dinner party and he doesn't return, she turns this humiliating public break-up into a hilarious quest for the Big Love.

Anansi Boys, by Neil Gaiman. Gaiman's storytelling prowess shines in this entertaining tale about Fat Charlie, who learns that he has a brother named Spider he never knew existed, and that their father was an African trickster god.

The Bear Went Over the Mountain, by William Kotzwick. A bear with aspirations finds a suitcase containing a manuscript, steals some clothes and soon he's the next Hemingway, taking the publishing world by storm in this comical social satire of the literary world.

The Stupidest Angel: A Heartwarming Tale of Christmas Terror, by Christopher Moore. Is Santa dead? Little Joshua thinks so because he saw a woman smack Santa with a shovel. Can the angel Raziël resurrect Santa? Well, yes, but a bunch of brain-eating zombies also rise to the occasion.

Straight Man, by Richard Russo. The English department at a crummy Pennsylvania college may not sound like the funniest setting, but trust us, it is, thanks to department chair Hank Devereaux's refusal to take much seriously as he faces 50.

Just for a Thrill

No Man's Land, by Graham Greene. Brown claims it is a pilgrimage of faith that has brought him across the Iron Curtain, but his captors believe otherwise. Largely unavailable since it was written in 1950, this novella is Greene at his best.

Warlock, by Oakley Hall. Can Marshall Blaisedell's flashy gold-plated six-guns restore order in the hellish mining town of Warlock? A cult classic since 1958, this wildly original hardboiled Western is reminiscent of Cormac McCarthy.

The Riddle of the Traveling Skull, by Harry Stephen Keeler. Even the most jaded mystery buffs must confess they've never read anything quite like this 1934 curiosity featuring the evil Sophie Kratzenschneider-wümpel. Was Keeler a mad genius, or just mad? You decide.

The Miernik Dossier, by Charles McCarry. Back in print after thirty years, this beguiling and complex web of intrigue that marked the debut of America's answer to John Le Carre, is simply one of the best, most innovative spy novels ever written.

Anatomy of a Murder, by Robert Traver. John Grisham was a toddler when this engrossing drama burst upon the scene. This is the story of a soldier's trial for the murder of his wife's alleged rapist—the first legal thriller and a perfect choice for *Law & Order* fans.

Thanks to Jennifer Baker, Beth de la Fuente, Susan Fort, Hannah-Jo Parker, and Susie Rennels.



Gift Books Good for an Hour's Entertainment

- Haiku U: From Aristotle to Zola, 100 Great Books in 17 Syllables*, by David M. Bader (Gotham, 2005)
Pirattitude!: So You Wannna Be a Pirate?: Here's How!, by John 'Ol' Chumbucket' Bauer and Mark Summers (NAL Trade, 2005)
The Underdog: How I Survived the World's Most Outlandish Competitions, by Joshua Davis (Villard, 2005)
Every Person on the Planet: An Only Somewhat Anxiety-Filled Tale for the Holidays, by Bruce Eric Kaplan (Simon & Schuster, 2005)
A Treasury of Deception: Liars, Misleaders, Hoodwinkers, and the Extraordinary True Stories of History's Greatest Hoaxes, Fakes and Frauds, by Michael Farquhar (Penguin, 2005)
By the Seat of My Pants: Humorous Tales of Travel and Misadventure, edited by Don George (Lonely Planet, 2005)
Contrary to Popular Belief: More than 250 False Facts Revealed, by Joey Green (Broadway, 2005)
Viva la Repartee: Clever Comebacks and Witty Retorts from History's Great Wits and Wordsmiths, by Mardy Grothe (Collins, 2005)
The Big Bento Box of Unuseless Japanese Inventions, by Kenji Kawakami et al. (Norton, 2005)
Mommy Knows Worst: Highlights from the Golden Age of Bad Parenting Advice, by James Lileks (Three Rivers, 2005)
Samuel Johnson's Insults: A Compendium of Snubs, Sneers, Sights and Effronteries from the Eighteenth-Century Master, by Jack Lynch (Walker & Co., 2004)
The Clumsiest People in Europe: Or, Mrs. Mortimer's Bad-Tempered Guide to the Victorian World, by Todd Pruzan and Favell Lee Mortimer (Bloomsbury, 2005)
50 Relatives Worse Than Yours, by Justin Racz (Bloomsbury, 2005)
Patently Christmas: Inflatable Snowmen, Singing Elves, Collapsible Trees, and Other Patented Flashes of Holiday Genius, by Richard Ross (Plume, 2005)
Me Write Book: The Autobiography of Bigfoot, by Graham Roumieu (Plume, 2005)
Atomic Wedgies, Wet Willies, & Other Acts of Roguery, by Greg Tananbaum and Dan Martin (Santa Monica Press, 2005)
The Worst Noel: Hellish Holiday Tales, by Various Authors (HarperCollins, 2005)
Strange Expressions: Cliches, Phrases and Sayings Explained (Sterling, 2005)

Ken Haycock & Associates Inc.

Building capacity for leadership, advocacy and collaboration

Specialists in serving library boards...

- ✓ executive searches for directors and senior staff to ensure the best match for your needs
- ✓ training and consulting in effective governance, board leadership, advocacy and community development

Contact Michelle Rudert, Director of Client Services
101 - 1001 West Broadway, Suite 343, Vancouver, BC V6H 4E4
Voice: 604.925.0266 • Fax: 604.925.0566 • E-mail: admin@kenhaycock.com

www.kenhaycock.com

WLA Thanks 2005 Sustaining Members

Aman & Associates ... Buffalo Design ... Davidson Titles, Inc. ...
Graphic Arts Center Publishing Company ... Jon Andrews, Publishers Representative ...
Orbis Cascade Alliance ... Unique Books, Inc.

... and 2005 Nonprofit Members

Friends of Jefferson County Library ... Friends of North Kitsap Library ...
Friends of North Mason Library, Timberland ... Friends of Steilacoom Library ...
Highline Association of Library Technicians (HALT) ... Washington Coalition Against Censorship
... Washington Coalition for Open Government ... Washington Governmental Entity Pool ...
Yakama Nation Library

... and 2005 Institutional Members!

Asotin County Library ... Bellingham Public Library ... Big Bend Community College ...
City University, Tasler Library ... Clover Park Technical College, Miner Resource Center ...
Eastern Washington University Libraries ... Edmonds Community College Library ...
Ellensburg Public Library ... Fort Vancouver Regional Library...
Gonzaga University, Foley Center ... Green River Community College, Holman ...
Heritage College ... Highline Community College Library ...
Jefferson County Rural Library District ... King County Library System ... Kitsap Regional Library
... La Conner Regional Library ... Longview Public Library ... Lopez Island Library District ...
Mid-Columbia Library ... Neill Public Library, Pullman ... North Central Regional Library ...
North Olympic Library System ... Ocean Shores Library ... Orcas Island Library District ...
Pend Oreille County Library District ... Peninsula College, Glann Library ...
Pierce College Library ... Pierce County Library System ... Puyallup Public Library ...
Renton Public Library ... Roslyn Public Library ... San Juan Island Library ...
Seattle Central Community College ... Seattle Public Library ... Sedro-Woolley Public Library
... Sno-Isle Regional Library ... Spokane County Library District ... Spokane Public Library ...
Stevens County Rural Library District ... Tacoma Public Library ... Timberland Regional Library
... Upper Skagit Valley Library ... University of Washington Libraries ...
Walla Walla Community College ... Walla Walla County Rural Library District ...
Washington State Library ... Washington State University, Vancouver ... Whitman County Library
... Yakima Valley Community College Library ... Yakima Valley Regional Library

ALKI: WLA Journal
4016 First Avenue NE
Seattle, WA 98105-6502

Presorted Standard U.S. Postage PAID Spokane, WA Permit #4
--