PNLA Quarterly

The official journal of the Pacific Northwest Library Association

Crowded Stacks, 1970
Library of Congress Prints and Photographs Division
Washington, D.C. 20540 USA
http://www.loc.gov/pictures/collection/cph/item/2017646178/

Preservation and the Future
PNLA Quarterly
Vol 81 no. 2

Table of Contents

A Message from the President

Hello and welcome to a new issue of PNLA Quarterly. This is my first PNLA President's column!

I am excited about being your new PNLA President and hope to build on the great work that our previous President Jenny Grenfell (North Mason Timberland Library - WA) has accomplished. Jenny has also kindly written a column about how volunteering with PNLA is a rewarding experience. I can certainly attest to that!

As President, I have adopted the theme, *Renew and Reimagine*, from our most recent PNLA conference (Post Falls, ID), as a personal mantra to guide my presidency. I am seeking to *renew* PNLA's commitment to our core services to members, such as PNLA LEADS and YRCA, as well as *reimagine* PNLA's role in meeting the needs of librarians and libraries in the Pacific Northwest. As you might have seen, PNLA is seeking feedback from members with an online survey - as we want to hear about how you would like to *renew* and *reimagine* PNLA. Results of this survey will be shared in a future issue of PNLA Quarterly.

This issue is also the first PNLA Quarterly under our new editor Samantha Hines (Peninsula College - WA). Sam is going to do a wonderful job as editor and has some innovative ideas to making PNLA Quarterly more relevant and engaging to our membership. I would like to acknowledge and thank Jan Zauha (Montana State University) and Leila Sterman (Montana State University) for all the hard work they put in as previous PNLAQ editors. Jan and Leila did a wonderful job transitioning PNLAQ into an open access journal as well as further refining PNLAQ's focus on librarianship the Pacific Northwest. I am confident that Samantha is going build upon this great work and take PNLA Quarterly to loftier heights (No pressure, Sam).

I consider PNLA Quarterly to be one of our organization's signature services to members. PNLAQ is a vehicle for professional development; a space to celebrate your library's accomplishments and innovative work; and also a place for Northwest librarians to share their voices around diversity, inclusion, and library advocacy. So please consider sharing what you and your libraries do by writing a future PNLAQ article -- lending your voice to this great conversation about libraries in the Northwest.

There are many other great articles in this issue that speak to the breadth and depth of work of libraries in the Pacific Northwest. Articles include topics such as first book programs, service animals in libraries, artwork in digital repositories and many more. From Alaska to Idaho and from British Columbia to Montana -- and all points in-between (I see you too: Washington, Alberta and Oregon), our libraries are making a difference in our communities and with our patrons.

So, please enjoy this latest issue of PNLA Quarterly.

Rick Stoddart
rstoddart@uidaho.edu

A Message from the Past President: PNLA Presidency… A year of Discovery!

When I first got the idea of running for Vice-President back in 2015, it wasn't because I had any grand and glorious ideas about the direction of PNLA… not even much of an idea what the governing of such an organization might entail. I decided to toss my name in solely because there had been THREE emails over the course of two months asking for folks to consider running. I wrote an email to then Vice-President Gwendolyn Haley asking, "Are you folks desperate, or just making sure you've covered the bases?" She lost no time in contacting me to tell me what the job entailed and encouraging me to follow through on my impulse to volunteer.
I am SO glad I listened to her! The past two years have been a wonderful experience of teamwork and an opportunity to learn what PNLA truly is. When this year's elections arrived and no one volunteered to run for the Vice-President position I decided that I could do it again – but this time I want to demystify the office and have Board activities transparent enough that folks see it as something they can do and not be overwhelmed by the title.

It is a three-year commitment, with each year bringing its own duties. The first year I was the Vice-President/President Elect. This is a shadow year, a chance to learn the ropes and see how the Board operates and what the President does. The Vice-President may take on a project – in my case it was starting the project to update our Handbook (now available for viewing on our website). In my current term as Vice-President I will be assisting the President with his plans to make PNLA stronger, and getting ready to carry those over into next year as President when the positions rotate again. This initial involvement with the Board opened a window for me to start seeing the variety in our organization, and the many facets of the library world which we represent.

There are three required meetings each year – a web conference in November, a retreat near Seattle in February (paid for by PNLA), and the annual conference in August (PNLA covers the costs for the Vice-President and President). During the vice-presidential year I learned the schedule of when to ask for reports, when to schedule meetings, and when to send out reminders. During that year I was able to select and confirm Kalispell, Montana as the location for the 2018 conference. Conference sites usually need to be reserved about two years ahead of time, so this responsibility is not insignificant!

The middle year is the Presidency. The primary responsibility of this year is to represent PNLA at as many of the local (state/provincial) conferences as possible. The Vice-President or Past-President can help with this, and no one is expected to do more than they feel is reasonable for their situation. I am fortunate that my position with the Timberland Regional Library System in southwest Washington allows for time to cover my PNLA duties, and the administration has been supportive and encouraging. When I asked for permission to do this again, I was told that this is great PR for the library system and additionally they benefit from what I learn at the various conferences I am able to attend. I learned SO much about PNLA, issues concerning our relationship with First Nations peoples, management and leadership, and so much more. I met people from each of our areas and was able to learn about issues and concerns unique to their corner of our organization. In addition to

professional networking and learning, I experienced the totem poles of Ketchikan, explored Billings on foot, relaxed beside Vancouver Harbour on a sunny spring day, and hiked up Whistlers Mountain in Jasper. It was truly a year I will never forget!

The third year of the commitment is the Past-President year. The main responsibility of this person is to chair or co-chair the upcoming conference with the help of the state/provincial representative from that location and a committee of volunteers. The Handbook goes into exhaustive detail about how this is to be done, and everyone on the Board is more than ready to lend a hand or answer questions! This is an exciting opportunity to try new ideas, or to have the conference focus on a professional direction of your choice. The other responsibility of the Past-President is to find volunteers to run for office. Every year we need to elect a new Vice-President/President-Elect, and every other year we need to elect a Treasurer, Secretary and 2nd Vice President.

My hope is that by telling folks what is involved and what can be gained from the experience it will become less of a looming gargantuan task, and more of an adventure to be enjoyed in small segments! Other ways to become involved are to volunteer for the Conference Committee or to run for the office of state/provincial representative to PNLA (chosen by your local association). Whatever choice you make, explore what this great organization has to offer and help us make PNLA stronger! I am happy to answer questions, so feel free to contact me - especially if you want to help with next summer's conference! I look forward to meeting more of you at conferences, and getting to know better those of you who accept this adventurous challenge!

Jenny Grenfell, Past President (and Vice-President/President Elect!)
ktfjen@gmail.com

Editor's Column

This is my first issue as PNLA Quarterly Editor; please allow me to introduce myself. I am a Past President of PNLA and frequent PNLA Conference presenter and this association is dear to me. PNLA has a 'vibe' unlike any other group I have belonged to, and when the call for editor applications went out shortly after I moved away from a position at the University of Montana to a new job in coastal Washington State, I had some time to fill and the drive to serve the association. I have been writing and editing throughout my career in librarianship and am thoroughly enjoying the opportunity to engage with authors across the region in this new role.

This first issue of mine is primarily organized around the theme of Preservation and the Future, however, there were a few articles in the peer-review hopper that I chose to publish with this issue as well in order to tie up loose ends. Therefore, you'll find articles about providing digital access to art exhibits and broadening access to items from Alaska's history alongside articles on animal policies in libraries and book distribution to young children.

Beyond the bounty of peer-reviewed articles, I'm pleased to bring you an interview with archivists and librarians in the Pacific Northwest on our issue's theme, and I'm also glad to continue two of the Quarterly's long standing columns, The Mentor as well as the Technophile and the Luddite, and of course the President's Column continues, along with a message from PNLA's once-and-future President, Jenny Grenfall.

The next issue of PNLA Quarterly will be our annual conference issue, based on presentations delivered in Post Falls this past August. It should be available this Winter or Spring. For the next 2018 issue, see the call for submissions on the topic of Leadership in Librarianship. In this issue and also on the PNLA website. I would love to see submissions from LEADS alumni in particular. Those who have attended the program recently can reflect on their experience, as well as those who are a few years out.

I look forward to reading your submissions and hearing your thoughts on the Quarterly. Please don't hesitate to get in touch with ideas for issue themes, questions about submissions, or a desire to peer-review articles.

Samantha Hines
pqeditors@gmail.com

The Luddite Librarian

"I fear the day technology will surpass our human interaction. The world will have a generation of idiots." **Albert Einstein**

In sitting down to a breakfast of English muffin and marmalade I scan the newspaper for items of hope, my soft boiled egg sets smartly in its pink willow egg cup. I am no Lilliputian; I don't care which end is up. I found myself in the classified ads, lamenting the rising costs of a cord of firewood. I shuddered at the inflation of change. And now we have a new Quarterly editor. Welcome, Samantha!

A bookish Luddite such as I, in tartan waistcoat and Fez, would be foolish to think a society could prevent the onslaught of the future. Change is constant, and like the winds of time, always eroding the physically present into a gelatinous and mysterious tomorrow. My ilk does not FEAR the future; we modern Luddites simply find the conveniences of new technologies to be irksome, intrusive into our soul's core, and distracting from the immediate world around. Here begins my terse treatise.

Be vigilant! Be prepared! The term *prevent* comes into our Modern English Language through the Middle English *preventen*, meaning *to anticipate*. This is the work of stock brokers, baseball batters, and young lovers. Where lays the value of anything tomorrow? Recently I decided to part with a collection of a half dozen chapbooks of poetry from a fine modern poet, all first editions. Each, in the colossal emporium of the Internet, were said to be worth a paltry sum, a mere few dollars each! I was glum and fought despondency. The Egyptian pharaohs had it right; build a huge tomb and take it all with you! Yes, I am crying over spilt milk, I know. Pity the myopic whiner.

The Technophile

"Technology is anything that wasn't around when you were born." - Alan Kay

Just now I received an email from my library notifying me that an ebook I had placed on hold was ready to download. Without leaving my cup of tea, Joan Didion had arrived transporting me into her Year of Magical Thinking. The technology in my hands connected me to her story, her voice, her loss, and the library hadn't yet opened for the day. Here marches the future, into my living room, breaking down the barriers of the physical limitations of storage, delivery, and use so that I may carry 500 books in my backpack and not be sore at the end of the day.

Be Prepared! Who knows when a flood, fire, or earthquake will upset the shelves, cases, boxes, and folders of our shared knowledge. Would the burning of the Library of Alexandria have been so terrible if there had been digital facsimiles of the ancient knowledge? Preservation, prevention and redundancy is the battle cry of the library. While those words may sound static, they are, in reality, the constant activity of librarians, especially those dealing with materials that are beyond the printed page.

The translation to more formats may come with beeping and buzzing, but that can be silenced. I pity the luddite who may confuse medium for mode, and assume that a change in format is the harbinger of a change in values.

We don't just have the contents of our own music collections or the books on our shelves at our fingertips, but vast collections of the world's knowledge, literature, art, film, science, and history (or a facsimile of those treasures) are a few keystrokes away. The memory of the masses is stored on servers in warehouses all over the world. Not

My humble study is filled with books, and I lament the utter fact that all could fit on some drive or in the cloud, that my phonograph records with their glorious art and liner notes could be .mp files on a single device. Is there a home for my family photographs and daguerreotypes? Shall all these matters, like my ticky-tacky plastic paraphernalia end up in the land fill? Surely someplace in our expansive universe the Sumerians and Carthaginians are rolling their eyes with my poor vision. Where then is Utopia?

The scathing technophiles may say, that, 'Ahhh, this is the spinach in his teeth or the booger in his nose!' I can only retort with the notion that I err on the path to tranquility. If the gadgets and gewgaws of our age were silent, how more centered would we be? You may seek the fallacy of multitasking as proficiency; we Luddites seek serenity through the prevention of technoangst.
What do the Germans say, *Nie vergessen*? Never forget. Prevention, at its core, is memory. Call it old fashioned, but where is recitation in our culture today? Neglected! Like the forest walking book talkers of Ray Bradbury's Fahrenheit 451, we can adapt to the new and yet treasure the past in the robust real estate between our ears. Memorize a poem or speech for the Luddites! You may then choose to blog or tweet about it.

Jim Tindall
tindallj@nwasco.k12.or.us

all of the 300 hours of video that are uploaded to YouTube every minute are treasures, or ever even watched, but alongside that democratic platform there are wondrous items available. The masterpieces, letters from ancient scholars: instead of moldering in archives these are made public, bought into the daylight and are often free to access. There are new ways to treasure our past, new eyes to discover the ancient and the up to the minute discoveries of the world. My study is full of books, but my computer is a portal to the greatest collection of materials imaginable.

Leila Belle Sterman
leila.sterman@montana.edu

The Mentor: What Do YOU Need from a Mentor?

Tracy Bicknell-Holmes: Dean, Albertsons Library, Boise State University, ID
Keywords: librarianship, career development, mentoring
Citation: Bicknell-Holmes, T. (2017). The mentor: what do YOU need from a mentor? *PNLA Quarterly, 81*(2).

Editor's note: The Mentor column is a place for advice, storytelling, introspection, and professional growth.

Just what does a mentor do anyway? What does it mean to mentor someone? What does it mean to have a mentor? These are questions I've struggled with over the years.

Most basic definitions say that a mentor is an experienced and trusted advisor, a guide, a tutor or coach. Some stress that a mentor is an older or more experienced person who gives advice over a period of time. Yet these explanations could also describe a supervisory relationship, instruction, or on-the-job-training. So how does mentoring differ?

One explanation that I have found helpful is available via the American Association of Pharmaceutical Scientists (2017). It defines mentoring as:

> *"...a relationship between two individuals based on a mutual desire for development* ***towards career goals and objectives****. The* ***relationship is a non-reporting one*** *and replaces* ***none of the organizational structures in place****. It is additional to other forms of assistance, such as developmental assignments, classroom instruction, on-the-job training, and coaching."*

Based on this definition, a mentor is not your supervisor, and plays a unique role outside traditional organizational structures. The document further clarifies the difference between a coach and a mentor in terms of relationships, the nature of the expertise shared, the direction of the advice, and the feedback given. In particular, the relationship is mutually beneficial, and the expertise shared by a mentor is wide ranging and often includes sharing a network of contacts. The goals are set by the mentee and the focus is on long term development rather than task oriented (AAPS, 2017).

A key aspect of this in my mind is that the goals are set *by the mentee*. If you are seeking a mentor, you need to think about *what it is you would like to get out of a relationship*. Are you looking:

- To expand your network of contacts?
- For tips and tricks to facilitate change or manage difficult personnel situations?
- To develop in areas where training isn't accessible on the job?
- To gain perspectives on different cultures?
- For someone to challenge your thinking?
- For insight into organizational politics?
- For advice on balancing work and life goals?

Thinking about why you feel you need a mentor is an excellent place to start when hunting for one.

In looking back on my career, I was never quite certain if I had a mentor. For various reasons, no one person seemed to fit my image of a mentor, until I read *Expect to Win*, by Carla A. Harris (2009). Ms. Harris defines *three roles* that are distinctly different and we each need them all to succeed in our careers.

An **Advisor** is someone who can give you "advice pertaining to an isolated question that you may have about some issue or challenge…" This is a person who "has the skills or experience to give you good, strong advice." They may or may not be in your industry, but could help you with a particular task or navigating the politics of a situation. **If you need an Advisor**, Ms. Harris recommends that you look for someone "you admire", who you believe has the "skills, experience and a network that can be useful to you and from which you can learn" (Harris, 2009, pp. 102-103).

A **Sponsor** is a person "passionately focused on your strengths," who advocates for you behind closed doors when you are not in the room. This is someone "…who has political and social capital within an organization" and "is willing to use that capital on your behalf" to help you progress in your career. **If you need a Sponsor**, Ms. Harris recommends that you ask yourself: "who has the authority to hire and fire? Who seems to have the last word in team meetings? ...Among the people I have met, who will be personally committed to making sure that I succeed?" She also recommends that you "make sure that the benefit to your sponsor for getting you what you want is well worth it in their eyes" (Harris, 2009, pp. 116-118).

The **Mentor** is the person you trust to keep your confidences with which you develop a personal relationship. You tell them "the good, the bad and the ugly" and they respond with honest feedback about your behavior and strategies that is in context with your strengths, weaknesses, background, and career aspirations. They must know all of the unvarnished details of a situation. You "…rely upon them to give you good, tailored developmental career advice" and to not interject their own personal bias into their advice. **If you need a Mentor**, Ms. Harris recommends that you look for someone with which you already have a relationship, who you trust implicitly (Harris, 2009, pp. 104-109).

As I learned about the Advisor, Sponsor and Mentor, I easily identify individuals who have played each of those roles in my career. Surprisingly, my most helpful mentor was an employee assistance counselor. He knew a lot about my organization and the individuals within and came to know me very well over the years. Ms. Harris' perspective also taught me why one of my Sponsor relationships went wrong. I made a strategic error and unknowingly changed the relationship so that it was no longer to the person's benefit to serve as my Sponsor.

Think about the individuals who have helped you in your career or throughout your life. Which roles did they play? Do you have individuals how who have become sponsors, advisors or mentors to you? If not, which are you most in need of and who might you approach to serve in that role?

Future columns will address more information on the mentor/mentee process, how to choose a mentor, and how to approach a potential mentor, sponsor or advisor. In the meantime, I encourage you to read the two sources I refer to in this piece.

Happy hunting!

Sources:

American Association of Pharmaceutical Scientists (AAPS). (2017). What is Mentoring? Retrieved from https://www.aaps.org/uploadedFiles/Content/Career_Center/Professional_Development/What_is_Mentoring.pdf

Harris, Carla A. (2009). The Mentor, the Sponsor and the Advisor: Having them All. In *Expect to Win: 10 proven strategies for thriving in the workplace* (pp. 101-127). New York: Penguin Group.

Preservation and the Future in the Northwest: A Conversation with Archivists and Librarians

Dulce Kersting: Executive Director, Latah County Historical Society, Moscow, ID
Lorena O'English: Social Sciences Librarian, Washington State University, Pullman, WA
Erin Passehl-Stoddart: Head of Special Collections and Archives, University of Idaho, Moscow, ID
Rick Stoddart: Education Librarian, University of Idaho, Moscow, ID
Ashlyn Velte: Archivist, University of Idaho, Moscow, ID
Keywords: Preservation, archives, special collections, historical society, historical materials
Citation: Kersting, D., O'English, L., Passehl-Stoddart, E., Stoddart, R., & Velte, A. (2017). Preservation and the future in the Northwest: A conversation with archivists and librarians. *PNLA Quarterly, 81*(2).

Introduction

The theme for this current issue of PNLA Quarterly is Preservation and the Future. This article addresses that topic in the form of a conversation with professionals in archives and libraries in Idaho and Washington that have a stake in the preservation, access, and future of library collections and historical materials in the Northwest. These perspectives offer points-of-view from an academic library, county historical society, and university special collections.

Participants included Dulce L. Kersting, Executive Director of the Latah County Historical Society[1]; Lorena O'English, Social Sciences Librarian at Washington State University[2]; Erin Passehl Stoddart, Head of Special Collections and Archives at University of Idaho[3]; and Ashlyn Velte, Archivist at University of Idaho[4].

The conversation was facilitated online by Rick Stoddart, a librarian at the University of Idaho, via email over a four-week period in June 2017. Questions were posed to each participant around definitions of preservation, future of preservation, privacy, and preservation challenges. The conversation below has been edited together for readability and flow. The words and content remain true to the intention and spirit of each author. The conversation begins with each person defining what preservation means to them.

Rick - Thank you all for agreeing to talk about preservation! To get us started I thought I'd ask what preservation is to you?

Dulce - Executive Director, Latah County Historical Society: When thinking about the preservation work that our small, community-based historical society takes on, I am primarily interested in gathering and saving records of experiences. In our office, preservation is about collecting pieces – documents, photos, oral histories, objects – that can inform a holistic understanding of a moment in time. Just like every archive, we struggle to be as inclusive as possible while also acknowledging our very real limitations to truly preserve a full record of the past. Our organization has been at this work for nearly fifty years, or longer if you consider we are descended from a pioneer association and a his-

torical club. While our work is changing at an accelerated pace, I think that the process of collecting and curating is now more important than ever.

Lorena - Social Sciences Librarian, Washington State University: When I think of preservation, I largely think of it in the context of stewardship over a library collection to provide for current and future use and the sustaining of the scholarly record. Most of the print collection I work with is part of a circulating collection, so books are checked out and sometimes returned not just with normal wear and tear but also the occasional marginalia or highlighting, water damage, etc. Preservation includes the physical collection: books, journals, media, and more specialized items (including our archives and special collections), but it also includes our online collection of reference works, ebooks, articles, and databases. It also includes judicious weeding, because of the limitations of space.

Ashlyn - Archivist, University of Idaho: I think preservation does two things: it keeps documents with valuable information from being destroyed or changed, and it makes them easier to find and use. What gets preserved can be very subjective and an entire area of study. Archives develop policies that inform decisions about what to preserve which helps us assign value to collections or items.

Erin - Head of Special Collections, University of Idaho: As an archivist, I would technically define preservation as taking in materials (both physical and digital) that fall under a collection development policy to prevent damage and extend the life of archival materials. Preservation can include environmental control, security, and delicate storage and handling of materials. These are all reasons why institutions such as archives, libraries, and museums do a better job of preserving historical and cultural materials than most individuals. We work hard to protect institutional and community history for future researchers and citizens to understand our place within a larger context of the state, the region, the country, etc.

Ashlyn: Yes, and when deciding what to keep I like to think about what is going to be most valuable to people in the future. It's usually the material that contains the most information and context about a time period or a subject area that will probably be the most useful to them. It might take the form of people's personal papers (correspondence, notes, memos, photographs, etc.), in books, in publications, or even in ephemeral materials like posters, flyers, and stickers. Today we also look at digital formats like word documents, digital photographs, web sites, social media, and email.

Lorena: I should note that my library is lucky enough to have a trained conservator, but many libraries do not. In the case of items available through electronic access, if we have to cancel a journal or database that does not come with guaranteed perpetual access, we lose all access – there is no preservation possible.

Ashlyn: Lorena mentions journals that do not guarantee perpetual access even after paying millions of dollars in subscription fees. A change in this problem will only come if significant changes are made either in our professional practices or the publishing industry or both.

Dulce: Information that seems always available online is actually deteriorating and disappearing

just like paper records of old. We cannot rely on our future donors to be collecting and self-curating records in the way that their grandparents did before delivering their treasures to our institution.

Lorena: When I think of why we preserve our collection in the current online era, I would argue first, that not everything is online – copyright and other intellectual property issues can get in the way, for example. There is also the issue of editions – you may need the 1979 edition, when the only thing available online is a 2013 update. Online access to journals is expensive, and some journals are not available online at all, or in a way that works for libraries, or don't have a complete backfile available. Many are too expensive for libraries to subscribe to in these days of inflation and declining budgets. Streaming media is limited by availability and is far too expensive for most libraries to not retain a physical collection of DVDs, VHS, and even older formats. In the absence of open access for everything, publishers' walled gardens will always mean that there are high financial barriers for libraries as well as individual users.

Ashlyn: They are profession-wide problems, many of which will require the dedication of significant resources to resolve and communicate. Solutions to such wide reaching problems though can only happen if they are prioritized by the profession and the culture at large. Many innovative solutions to difficult problems have happened only after receiving federal money to dedicate to the problem. This financial support reflects a cultural valuation of our work. Without continued support, progress in preservation practices for cultural heritage resources will suffer.

Lorena: I think preservation and sustainability in academic libraries in the future will look somewhat like now, but ramped up. I think for libraries, we will see even more consortial sharing and interlibrary loan to make up for declining budgets and space constraints while still ensuring that library patrons have access to what they need – even though for physical books it may take a week to get an item delivered. I see increased use of light and dark archives such as Stanford's LOCKSS project[5] and Portico[6]. We may see a move to greater use of electronic books – although they have cost and preservation issues of their own, often "owned" though licenses rather than true permanent ownership as I noted previously. What I would like to see is the rapid expansion of true open access to books and journals, but I recognize the many barriers to that happening.

Erin: We must balance passive and active collecting with our limited resources, funding, staff, etc. These are all reasons why we must work together in our fields to be inclusive and preserve the most voices we can. We are stronger when we collaborate and work together.

Rick: Are there any preservation issues specific to the Pacific Northwest?

Ashlyn: I'm still relatively new to the Pacific NW and I'm always learning something new about its history and the history of the profession in the area. So there are probably some preservation specific concerns to the PNW that I don't know about, such as a history of funding or the valuation of preservation over time.

Erin: After working as a professional archivist for ten years, I would say that my repository is

facing challenges to preservation like most other institutions around the country. Physical storage space is becoming more and more of a premium in the library and on campus. Making effective arguments as to why we need storage space can be difficult. Digital storage space faces its own challenges of people thinking there is no cost to server space, or just throw everything into the cloud for cheap. In both cases, security and access can be costly but necessary; staff are needed to help arrange and describe materials as well as look for potential issues with sensitive or protected information.

Lorena: I'm not sure there are any unique preservation issues in the northwest – that is, unless Rainier or another Pacific coast volcano has an eruption! Seriously, however, northwest-relevant collections seem to me to have the same funding, infrastructure, and significance challenges as the relevant regional collections of the southwest or northeast – ephemera is ephemera, perhaps?

Dulce: That's an interesting question. I don't know how unique our challenges are, but I do think some of them are informed by geography. One preservation issue that comes to my mind is how to reflect the existence of American Indians in my archives, when the organization has traditionally not collected any materials related to the local tribes. Beyond the fact that tribes like the Nez Perce and Coeur d'Alene have their own archives, I think my staff lack the expertise necessary to meaningfully curate an American Indian collection. As a result, however, our archival record of Latah County does not do a good job of acknowledging the first people who lived here.

Ashlyn: I have heard stories from local libraries about volcanic ash contaminating their collections during the Mt. St. Helens eruption in 1980. Ash can be highly acidic and cause degradation of analog materials. For digital files, we try to save multiple copies across different geographic areas that have different likely disasters. For example, one copy might be saved here where we may get an earthquake or volcanic activity, and another might be saved in the South where they may get hit by a hurricane.

Erin: While not unique to the Pacific Northwest, one challenge to preservation for print materials is weather and environmental conditions. This stands out to me, as I am not a native of this area. In particular, the wildfires during the summer of 2015 were particularly bad in this region, and our library had to react to smoke entering the building through the air intake vents. Another factor can be humidity, which in the Midwest we used dehumidifiers because there was too much moisture in the air, whereas other areas such as Boise are concerned with not enough humidity. Collections may also have been exposed to certain elements, whether they are coming from a barn or attic or abandoned house. Mining collections are an interesting example, in that some materials are quite difficult to preserve (maps that are over 20 feet in length and 5 feet wide) as well as they were created and used underground, potentially near hazardous areas. So I definitely think that we need to pay attention to climate and environmental conditions for print materials.

Rick: In your experience, what changes are happening in preservation today? Is preservation becoming easier or harder?

Ashlyn: Digital storage is also a relatively new problem and so justifying it as a new expense can

be difficult to communicate. The volume of born-digital material also requires resources dedicated to staffing and training so that we can take time to make decisions about what to keep and to add valuable context and description to digital objects that make them usable. The variety of ways that digital and digitized resources can be described and shared can be a good thing for users who will have many different access points. But it also takes a lot of time to maintain these access points, especially as more and more digital items are added. Therefore, I think preservation is not getting easier OR harder; I think it is both--easier AND harder.

Dulce: There are certainly advantages to practicing preservation today. More people have access to platforms through which to document their experiences, which means the historic record of our time will be more inclusive than any time in the past. Born digital information can be captured immediately and reproduced cheaply, which is an appealing alternative to receiving a twenty-pound ledger that's been stored in a barn for decades and will now take up valuable linear feet.

Lorena: I would agree. We can do so much more, thanks to technological innovation and consortial and other group efforts – that makes it easier.

Erin: Not to be pessimistic, but I think overall preservation is getting harder, especially if thinking about all of the old media formats we need to worry about preserving and migrating over to, as well as the new ones being introduced every year.

Lorena: Challenges from my local organizational perspective include managing normal use wear and tear of books that may be able to be fixed with mending or rebinding, but sometimes can't be – and out of print books may not be able to be replaced. Books walk out of the library sometimes, too!

Ashlyn: The main way I see that preservation is getting harder though comes back to this high volume of digital material being created. With paper materials it's relatively easy to skim materials, categorize them, and put them into preservation quality containers. A lot of this can happen up front with new collections. However, with digital materials it requires continual management for each digital object, and it often requires item level attention that we don't have to provide for with a physical object. When each item requires attention for preservation and access more staff and resources are needed.

Dulce: Dissemination of our holdings is also becoming more democratic. The challenge of this great democratization of preservation is that the volume of materials to be considered for archiving is growing exponentially. Our patrons are also increasingly expecting the totality of our collections to be available online, but we lack the infrastructure and (wo)manpower to make that happen. I don't think any of these thoughts are revolutionary, every archive is grappling with the same issues.

Erin: For born-digital materials, preservation is directly linked to the ability to access the original version, not an altered or vanished document on the Internet for example. To me, preservation is directly linked to collection development policies and appraisal: we cannot collect everything, nor should we, but having policies in place to help us make transparent decisions is really important.

Ashlyn: I think any archivist's dream for the future is one where records creators are better at practicing good personal archiving tasks. I am no different. I want everyone to adopt good file naming practices, and choose preservation file formats for their digital records. But I think this is unlikely to happen unless there is a significant shift in the awareness of archives and preservation practices by the general population.

Dulce: I know there is a lot of talk today, especially in relation to digital preservation, about the right to be forgotten. A proliferation of communication mediums and an increased ability to capture those communications means that many more people's experiences are available for archiving…

Ashlyn: In many cases, we will not preserve materials with personally identifying information or personal information protected by FERPA, HIPAA, or other privacy laws because we cannot provide access to that information. We don't want to spend resources preserving it. Additionally, if archives accidentally provide access to private information there can be serious legal consequences; by removing this information from the archive when it doesn't have permanent value, we are ensuring that people's privacy won't be violated in the future.

Dulce: In our office, we have not really begun to tackle archiving contemporary media. When it comes to the records we are actively archiving, we do our best to ensure that no sensitive personal information is shared with the public (i.e. medical records, Social Security details, etc.) We also have consulted with the state regarding the acquisition of old school records which could contain personal information deemed confidential in the past.

Ashlyn: A new and interesting area of privacy is social media and web archiving. Do people who post publicly on social media intend for their content to be preserved long-term? Do archives risk unintentionally participating in surveillance or other monitoring activities by harvesting content from websites and social media, which could cause harm to certain groups we collect from? It seems that the profession is leaning toward seeking consent from groups or individuals when it comes to social media even though they have posted publicly... privacy is an important part of preservation anywhere.

Erin: When thinking about the future of preservation, there are certainly many challenges. Most archives are taking in mixed collections – that is, they contain some physical formats and some digital. So in a way, we are at probably one of the most difficult times, as we are straddling two different forms of preservation in our profession. We will continue to do so for some time, probably throughout the rest of my career if we think about when archives typically receive donated collections.

Ashlyn: I think all of the problems we've brought up are not particular to our institutions.
For example, Erin, Dulce, and I discussed finding space (digital and physical) and providing access points for our collections. Finding cheap and sustainable ways to accomplish these tasks is not something that a small or medium sized repository can accomplish as we struggle to keep on top of day-to-day tasks. Not to say that a profession-changing solution will not come out of these institutions, just that it is hard to dedicate time to solving difficult problems. As always working together across the

profession is probably the best way to develop creative solutions.

Lorena: Libraries and archives are putting out amazing collections such as the Western Waters Digital Library and the Digital Public Library of America, while vendors have amazing products. But the constraints of budget and intellectual property limitations make it harder – digitizing takes time and money, and requires building in sustainability, while vendor products can't always be afforded (or even worse, are leased for a short time, then taken away via cancellation projects).

Erin: I think that falling back onto basic archival principles will help us address these challenges. Appraisal (what do we need to actually preserve rather than everything/what's presented to us), documentation strategy (how do we collaborate with others to collect materials), file naming conventions (as Ashlyn mentioned) – these guide our work no matter what format we are trying to preserve. I also think money, in all its forms (staffing, resources, space, etc.) will control what we are able to preserve over time. This divide already exists in all cultural heritage organizations, libraries, and archives – but I think this point stresses why working together across the profession is so important, sharing knowledge and expertise, and not duplicating our efforts. This may be collecting policies, or digitization policies, or more consortial work.

Dulce: I see a strength in our geography. I've also found a lot of support for local and state archives in western states. I am also on the board for the Idaho Association of Museums and can attest to the fact that nearly every county has a historical society or museum, and here in Latah County nearly every community outside of Moscow has its own historic group. Of course the "too many cooks in the kitchen" phenomenon is a problem at times, but in general the widespread pursuit of preservation is only to our collective benefit.

Erin: The current climate is forcing us all to be effective advocates and stewards of cultural and historical materials and strategically communicating what we need to be successful to protect our historical, cultural, environmental, political, and other collective memories.

Summation

The past informs the future largely through preservation -- libraries, historical societies, and archives play an essential role in shaping what our collective future will look like in the Northwest. This conversation presents a snapshot of preservation practice from various vantage points. As Ashlyn noted, "preservation is not getting easier OR harder; I think it is both--easier AND harder." While concerns around weather/climate, old formats, and funding remain constant, issues regarding integrating technology, born-digital materials, and digital formats offer up new opportunities, as well as challenges for archivists and librarians. In order to better leverage resources and expertise, one solution everyone agreed on was for greater collaboration between preservation organizations in the Northwest. As Erin pointed out, "We are stronger when we collaborate and work together." Organizations like the Pacific Northwest Library Association (PNLA), Northwest Archivists (NWA)[7], and others are critical to facilitating these collaborations and partnerships. The authors encourage you to be active in organizations such as these and to also support your local heritage collections, archives, and special collection libraries -- for our futures are better illuminated with the insights from the past.

1. https://www.latahcountyhistoricalsociety.org
2. https://libraries.wsu.edu/
3. http://www.lib.uidaho.edu/special-collections/
4. Ibid.
5. https://library.stanford.edu/projects/lockss
6. http://www.portico.org/
7. https://northwestarchivistsinc.wildapricot.org/

Planning a Juried Art Exhibit in an Academic Library and Providing Digital Access in an Institutional Repository

Amber Sherman: Albertsons Library, Boise State University, Boise, ID
Elaine Watson: Albertsons Library, Boise State University, Boise, ID
Gwyn Hervochon: Albertsons Library, Boise State University, Boise, ID
Keywords: academic libraries, community, institutional repositories, juried art exhibits, metadata
Citation: Sherman, A., Watson, E., & Hervochon, G. (2017). Planning a juried art exhibit in an academic library and providing digital access in an institutional repository. *PNLA Quarterly, 81*(2).

Abstract
This article details one academic library's experience organizing a juried art exhibit, open to the campus and local community, and making digital images of the artwork available in the university's institutional repository. The article also outlines considerations when creating a digital representation of the art exhibit in the institutional repository.

Introduction

Academic libraries host art exhibits to make connections on campus and to engage the local community (Cho, 2014; Lotts, 2016; and Mullins & Watkins, 2008), and some plan juried exhibits or juried competitions for commissions (Beals, 2007; Lewis & Schmidt, 2007; and Oliver, 2012). In Spring 2015, Boise State University's Albertsons Library organized a juried art exhibit, one of many events commemorating the Library's 50th anniversary. This article describes planning the Juried Art Exhibit for the campus and local community, along with the steps taken to create a lasting record of the exhibit in ScholarWorks, the university's institutional repository. The event provided an opportunity to diversify ScholarWorks' collections by including more visual works to complement the text-based scholarship. This article contributes to a developing conversation about making digital representations of artwork available in institutional repositories.

Background

A public institution of over 23,000 students, Boise State is the largest university in Idaho situated in a metropolitan area of more than 675,000 residents. Boise has a well-established and continually growing local arts scene supported by the Boise City Department of Arts and History, local art galleries, and the Boise Art Museum. With no formal exhibit program, Albertsons Library provided space for exhibits once or twice a year, curated by Art Department faculty and classes, student art organizations, and community groups. The Juried Art Exhibit was among the first art exhibits to be included in ScholarWorks.

Albertsons Library implemented ScholarWorks in 2009 to showcase the creative and scholarly outputs of the university's faculty, staff and students. ScholarWorks runs on the Digital Commons system, a proprietary institutional repository and publishing platform from bepress. The institutional repository hosts over 5,000 documents that are primarily text-based scholarship. Recognizing the need to include more content from the arts and humanities, the unit actively pursues special projects and visual works. The Juried Art Exhibit was an ideal opportunity to increase arts representation in ScholarWorks by

providing digital access to a library art exhibit.

The Juried Art Exhibit

Gwyn Hervochon, Librarian/Archivist, and Elaine Watson, Librarian and Liaison to the Art Department, volunteered to co-organize the Juried Art Exhibit. In the Call for Entries, they stated their intent for the exhibition: "In celebration of the role the arts play in a vibrant academic environment, Albertsons Library invites the Boise State and local communities to participate in a juried art exhibit as part of our 50th anniversary festivities" (Hervochon & Watson, 2014). Along with visibly supporting the artistic life of the campus and community, the organizers appreciated the opportunity to make new connections and serve the university's mission to foster "community engagement, innovation and creativity" (Boise State University, 2012).

As exhibit planning started, ScholarWorks staff Amber Sherman, Librarian, and Kimberly Holling, Library Assistant, recognized the opportunity to collaborate with the exhibit organizers to increase non-text based collections in the institutional repository. The Call for Entries notified the artists that a digital representation of all accepted artwork would be added to ScholarWorks:

> Albertsons Library reserves the right to photograph any entry submitted for educational, informational, or publicity purposes, and to include in ScholarWorks, the library's online repository: http://scholarworks.boisestate.edu/…. Artist retains full ownership of submitted artwork and allows Albertsons Library full rights to use images of work in promotion of the exhibition. (Hervochon & Watson, 2014)

The artists' submissions served as an agreement with Albertsons Library and an acknowledgment of their acceptance of the terms stated in the Call for Entries.

In response to the Call for Entries, 50 artists submitted 93 pieces of artwork (artists could submit digital images for up to two pieces of original work). Two new Art faculty members served as jurors, and in a blind review they selected 36 works by 27 artists for the exhibit and chose five prize winners. Of the selected works, approximately 52% were from the campus community (30% students and 22% faculty or staff) and 48% were from the local community. Without a formal gallery space, Albertsons Library hosted the Juried Art Exhibit in a second floor hallway with a nearby atrium letting in natural light (Figures 1-3).

Figure 1. Juried Art Exhibit, April 2015.

Figure 2. Juried Art Exhibit, April 2015.

Figure 3. Juried Art Exhibit, April 2015.

The Juried Art Exhibit's opening reception was promoted on campus, to local arts organizations and in the *Boise Weekly*. It was planned to coincide with First Thursday--a monthly event organized by the Downtown Boise Association that includes an opportunity for people to view art exhibits in local art galleries and at the Boise Art Museum. The exhibit was on display for a month and received favorable comments from library staff, campus, and visitors. When the artists were anonymously surveyed about the exhibit, one artist expressed appreciation for the opportunity to exhibit their work: "Quality local exhibitions like Albertsons Library Juried Art Exhibit rarely exist." Another artist noted the community involvement: "...this provided an added boost to several artists's [sic] exposure in the art community and the university, and of course, the Boise community." One artist said, "I would really enjoy seeing Albertsons Library continue to have exhibitions in the future."

Digital Access in ScholarWorks

Once the physical art exhibit closed, the digital collection in ScholarWorks went live. The ScholarWorks software is not open-source and the default option for collections is for text-based documents. Despite customization limits, ScholarWorks has an 'image gallery' setting which allows for an image to be embedded on the page with customized metadata fields for text.

ScholarWorks staff created records for both community artists and Boise State-affiliated artists, using metadata from the artists' submissions. Metadata elements (Figure 4) such as artwork title, medium, and dimensions were chosen by ScholarWorks staff after reviewing the Categories for the Description of Works of Art (Getty Research Institute, 2014). The metadata was used for the artwork labels in the physical exhibit and to create one record for each artwork image in ScholarWorks (Figure 5). White and Hemmings (2010) note: "For metadata to be useful it has to be standardised but this inevitably conflicts with the need for users to have the freedom to describe their work in a meaningful way and

not feel constrained by the format" (p. 3). For example, several artworks in the Juried Art Exhibit used materials like cardboard and techniques like glass powder serigraph—details that may be missed without description. Rich description gives the viewer a better sense of the physical piece by explaining details that may not be apparent in digital representations, such as medium and dimensions.

White and Hemmings (2010) likewise discuss the limits of institutional repositories to represent non-digital art, or to create digital surrogates. Digital surrogates are not only challenging for representation in an institutional repository, but also for artists when submitting digital images to art exhibition calls. For example, some of the artists' images in the Juried Art Exhibit did not capture the 3D elements in their artwork. Given the competitiveness of being chosen for an art exhibit, artists of non-born-digital works need to be aware that the jurors are making their initial selections using digital images, and they need to represent their work as best they can in a digital format. Four of the five prize-winning entries for the Juried Art Exhibit were born-digital photographs leading the organizers to question if the judging of digital representations favors born-digital works.

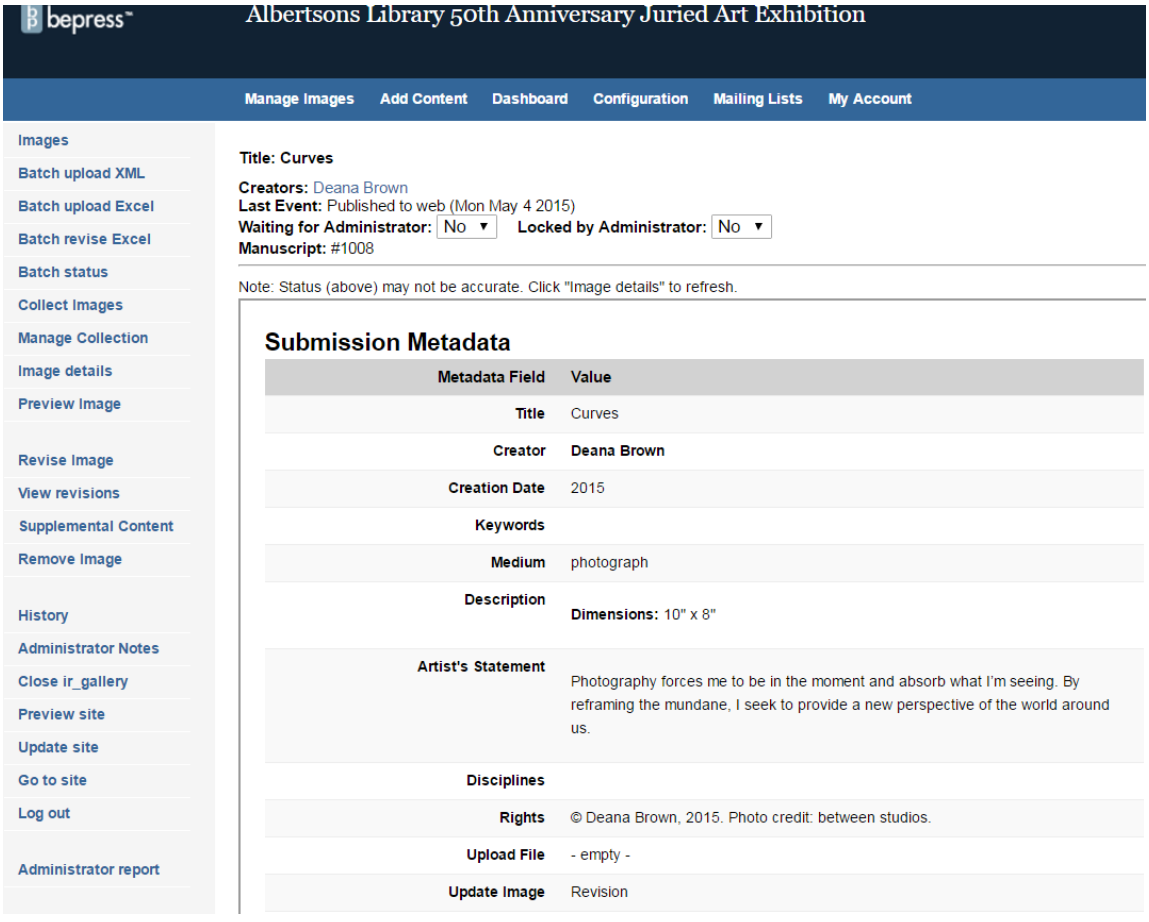

Figure 4. Screenshot of completed metadata submission in ScholarWorks (administrative view).

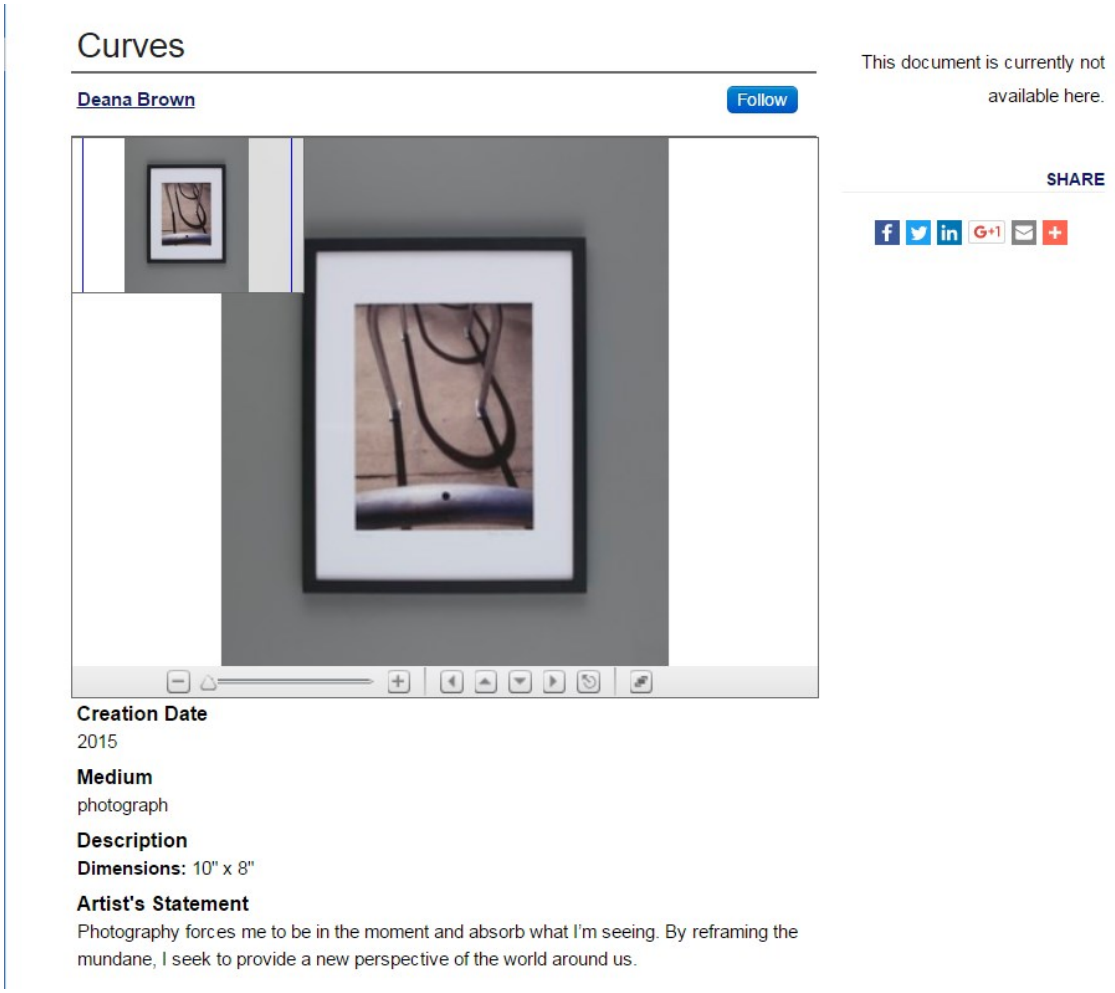

Figure 5. Screenshot of ScholarWorks record from the Juried Art Exhibit (public view).

After the records were created, ScholarWorks staff emailed the artists individually with a link to their artwork(s) to ask if any changes should be made or additional information added. Several artists requested that links to their personal or business websites be added, and one artist asked to add information about technique. Through previous collaborations with Art Department faculty, ScholarWorks staff learned that the majority of exhibit URLs are broken within a few years. Institutional repositories resolve this problem by creating permanent URLs for accessing works in its collections. In an anonymous follow-up request for feedback, artists in the Juried Art Exhibit expressed appreciation for the permanent URL: "Promotion is always helpful… promotion related to such a respected institution is even more helpful!" and "I like the permanence of this website! Thank you!! It looks very nice on my resume."

The completed ScholarWorks collection for the Juried Art Exhibit (Figure 6)--the online gallery, the call for entries and the promotional poster--was made publicly available at the close of the physical exhibit. There were over 250 page views of the collection in its first year in ScholarWorks, indicating an interest in the online exhibit. The ScholarWorks platform is search engine optimized, meaning the metadata entered into the system helps people find the artwork in a web search. By including the imag-

es, descriptive information, and artist statements from the event in the institutional repository, the artworks and the event will be permanently discoverable. This collection can be viewed at http://scholarworks.boisestate.edu/anniversary_exhibition/.

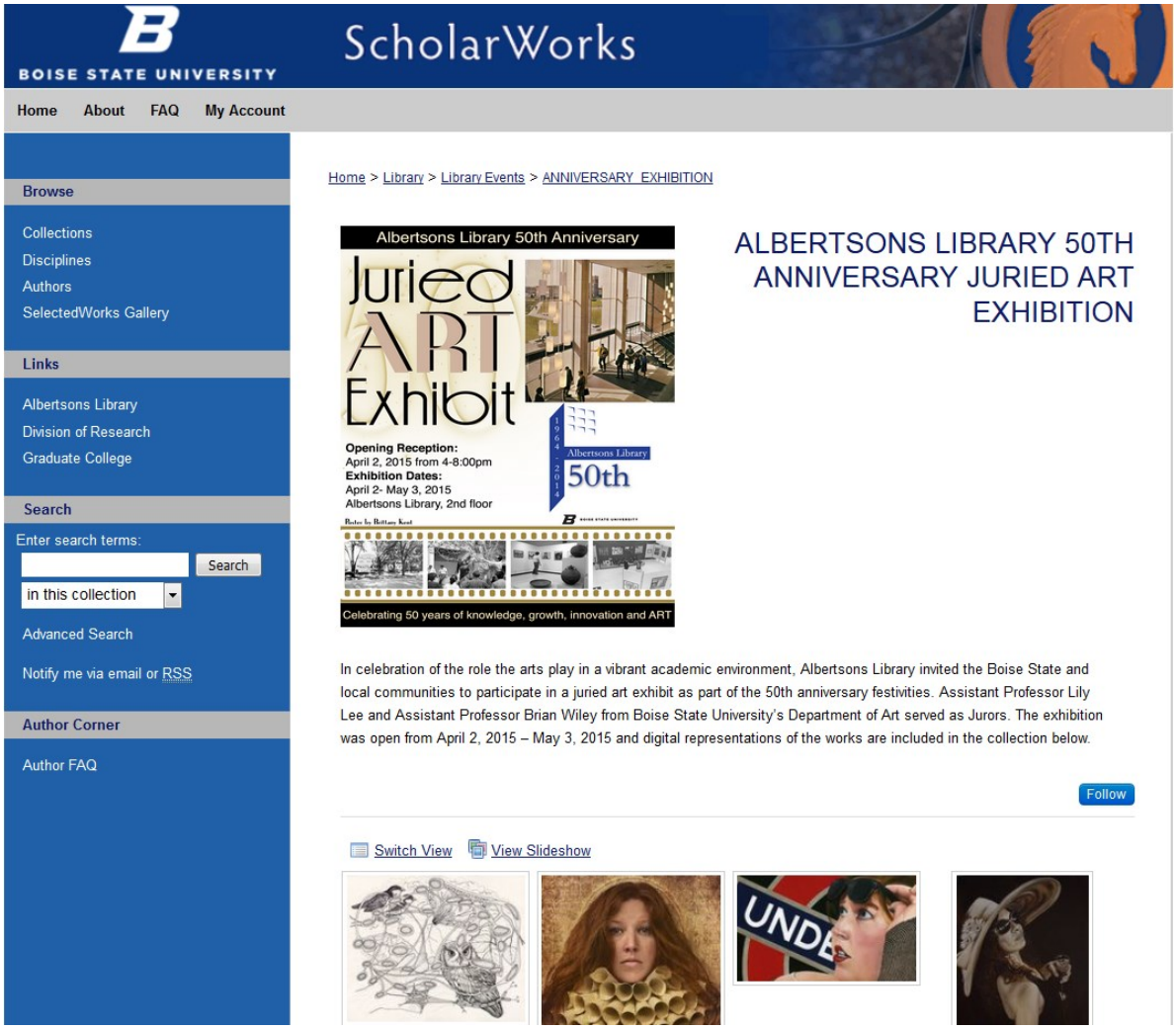

Figure 6. Screenshot of ScholarWorks landing page for the Juried Art Exhibit.

Downloading Images and Copyright Concerns

Institutional repositories operate under the open access principle, meaning works are freely available to view (and usually download) online. Tomlin notes that while faculty in the sciences are embracing open access publications, visual artists see a larger risk in displaying their works freely online (2011). Cullen and Chawner (2011) discuss a similar concern from humanities scholars who "...have on-going concerns about repositories, such as peer review, plagiarism, and intellectual property ownership" (Previous research section, para 4).

The copyright concerns of humanities scholars was echoed by artists in the Juried Art Exhibit. When the ScholarWorks collection went live, artists whose works were born-digital photographs raised concerns about the viewer's ability to download high resolution images of the artwork. In response, staff

uploaded lower resolution images and removed the download option. In place of a download button, viewers see "This document is currently not available here" (Figure 4). People can still view the image, but do not have access to the high resolution file, limiting potential for unauthorized copying. For future online exhibits, instead of turning off the download option for the whole collection, the concern about downloading could be remedied by the inclusion of a watermark on the artwork or by asking the artists to submit a lower resolution digital image.

Best Practices

There are a number of best practices and suggestions to consider when adding a digital version of a juried art exhibit to the institutional repository:

1. In the Call for Entries, indicate that the submitted images will be included in the Library's institutional repository if the artist's work is accepted for the exhibit.
2. Explore an 'image gallery' setting available in the institutional repository and be aware there may be limited customization possible.
3. Be prepared to respond to the artists' copyright concerns and consider options such as uploading an image with a watermark, using a lower resolution image for born-digital artwork, or turning off the download feature.
4. Use consistent metadata elements in the institutional repository such as artwork title, creation date, medium, dimensions, and the artist's statement. This project used elements from the Categories for the Description of Works of Art (CDWA) from the Getty Institute. Another metadata schema for visual works is the VRA Core from the Visual Resources Association.
5. Send artists the permanent link to their artwork in the institutional repository.
6. Consider including photographs of the exhibition in the gallery space and promotional materials such as digital copies of the exhibit poster and postcard.
7. Market the art exhibition in the institutional repository through a campus e-newsletter and the library's social media accounts.

Conclusion

The Albertsons Library's 50th Anniversary Juried Art Exhibit successfully brought the campus and community together throughout the one-month exhibit and in the online collection available through ScholarWorks. Adding the artwork to ScholarWorks broadened its content and gave artists a permanent record of their work. The variety of artwork mediums in the physical exhibit highlighted the need for descriptive metadata elements to enable online viewers to appreciate the artists' techniques. Concerns raised by the artists highlighted the need to balance copyright concerns with digital access. Hosting juried art exhibits on a regular basis is beyond the library's resources at this time; however, the ScholarWorks unit continues to add non-text-based exhibitions from the Art Department and collections from the Theatre Department. The authors hope this article helps other libraries navigate providing digital access to art exhibits and encourages them to take on similar projects.

References

Beals, J. B. (2007). Student art in the library juried exhibition program. *Art Documentation: Bulletin of*

The Art Libraries Society Of North America, *26*(1), 56-58. doi: 10.1086/adx.26.1.27949455

Boise State University. (2012). *Mission*. Retrieved from https://academics.boisestate.edu/planning/accreditation/mission/

Cho, A. (2014). Collaboration as outreach in the twenty-first century academic library. In C. Smallwood (Ed.), *Bringing the Arts into the Library* (pp. 175-185). Chicago: American Library Association.

Cullen, R., & Chawner, B. (2011). Institutional repositories, open access, and scholarly communication: a study of conflicting paradigms. *The Journal of Academic Librarianship*, *37*(6), 460-470. doi: 10.1016/j.acalib.2011.07.002

Getty Research Institute. (2014, Revised March 25). *Categories for the Description of Works of Art*. Retrieved from http://www.getty.edu/research/publications/electronic_publications/cdwa/

Hervochon, G. & Watson, E. (2014). Albertsons Library 50th Anniversary Juried Exhibition Call for Entries. *ScholarWorks.* Boise State University. Retrieved from http://scholarworks.boisestate.edu/anniversary_exhibition/40/

Lewis, D. W., & Schmidt, S. J. (2007). Art in the IUPUI university library. *Indiana Libraries*, *26*(2), 35-37. Retrieved from https://journals.iupui.edu/index.php/IndianaLibraries/

Lotts, M. (2016). Building bridges, creating partnerships, and elevating the Arts. *College & Research Libraries News*, *77*(5), 226-230. Retrieved from http://crln.acrl.org/content/77/5.toc

Mullins, L. S., & Watkins, A. V. (2008). Using art to promote student learning and build community partnerships. *Urban Library Journal*, *15*(1), 1-4. Retrieved from http://ojs.gc.cuny.edu/index.php/urbanlibrary/article/view/1272/1369

Oliver, A. (2012). Strengthening on-campus relationships via an annual student art commission. *Journal of Library Innovation*, *3*(2), 89-104. Retrieved from http://www.libraryinnovation.org/article/view/190/387

Tomlin, P. (2011). Every man his book? An introduction to open access in the arts. *Art Documentation: Journal of the Art Libraries Society of North America*, *30*(1), 4-11. Retrieved from http://www.jstor.org/stable/27949561

White, W., & Hemmings, C. (2010). KULTUR: showcasing art through institutional repositories, *Art Libraries Journal*, *35*(3), 30-34. Retrieved from http://eprints.soton.ac.uk/id/eprint/161513

Saving the Stratton: The Fate of the Sheldon Jackson College Library Collection

Ginny Blackson: Associate Professor, Central Washington University, Ellensburg, WA
Mattias Olshausen: Lecturer, Central Washington University, Ellensburg, WA
Keywords: Stratton Library, Sitka, Alaska, Sheldon Jackson College, C.L. Andrews, E.W. Merrill, Sitka Library Network
Citation: Blackson, G., & Olshausen, M. (2017). Saving the Stratton: the fate of the Sheldon Jackson College Library collection. *PNLA Quarterly, 81*(2).

Abstract
On June 29, 2007, Alaska's oldest educational institution, Sheldon Jackson College, ceased operations without notice. The closure left an uncertain future for the college's students, faculty, staff, resources, and buildings including the Stratton Library and the over 48,000 items housed within. The Library's collection not only contained the college's academic collection, but it also housed two rare book collections, historical photos and plate glass negatives, as well as the archives documenting the school's 128-year history. This article will track the relocation and current status of the Sheldon Jackson College archives and C.L. Andrews rare book collection.

Introduction
On June 28, 2007 the entire faculty and staff of Sheldon Jackson College in Sitka, Alaska were called to an all staff meeting in the college's Yaw Chapel. Without any prior notice, the college President Rev. David Dobbler announced that the college would cease operations for one year and terminated the employment of all but a handful of the college's 109 employees (Sentential Staff, 2007). No other details were provided on how the college would secure the campus and assist current students. Even after the official closure the college faced many challenges, the least of which was to secure the Stratton Library and its unique collections. However, competing priorities left the library as a secondary concern for the college administration. For instance, the college operated a salmon fish hatchery, which would need to maintain its operations or risk the loss of a generation of fish to the Sitka Sound. An Alaska Native high school science and math camp was in operation with students from around the state in attendance. Dozens of students, faculty, and staff still occupied residences on campus. Additionally, the college operated one of the few childcare centers in the community, a wellness center, and summer housing program for seasonal workers. The college also provided facilities that supported both the U.S. Coast Guard Air Station and Alaska State Troopers Academy.

The impact of the closure was felt throughout the community. Different groups began working together to address some of the most pressing needs. For example, the Sitka Rotary Club and Red Cross helped to arrange transportation home or to alternative colleges for the students remaining in Sitka. Community volunteers helped to keep the fish hatchery operational. Different state and local agencies helped displaced college faculty and staff find new employment and/or relocate. By early September 2007, community focus began to shift to the college's assets including the Stratton Library.

Sheldon Jackson College's history began with the opening of the Sitka Industrial School in 1879. The industrial school model of education for American Indian and Alaska Native youth was exemplified by the Carlisle Indian Industrial School, also founded in 1879 by Richard Henry Pratt. Pratt, a former U.S.

Army officer, believed in the rapid integration of young American Indians into white society, and Carlisle sought to achieve this through a combination of basic academic instruction and vocational training (Fear-Segal, 2007). Pratt and his contemporaries may have been well-meaning by the standards of late nineteenth-century white attitudes toward Indians, but Carlisle and similar institutions succeeded or failed in their goals at a heavy cost to Indian lives and culture. Graduates of these schools found that white acculturation did not ensure acceptance in white society, while their native cultural identities were deliberately stripped away to such an extent that those who returned to their tribal communities, sometimes after multi-year absences, often experienced alienation from their friends and family members (Glenn, 2011). Unlike Carlisle, which was a federal institution associated with the Bureau of Indian Affairs, the Sitka Industrial School was a private institution affiliated with the Presbyterian Church, but its purpose was very similar. It undoubtedly had a considerable effect on the local Tlingit culture. The full extent to which it did so, however, lies outside the scope of this article.

In 1882, Presbyterian Missionary Sheldon Jackson became manager of the school. Jackson was best known for his role in the import of reindeer into Alaska. He was also a voracious collector of Alaska Native artifacts. In 1897, Alaska's first concrete building was constructed on school grounds to hold the thousands of items he collected. Later named the Sheldon Jackson Museum, the building and collections were purchased from the college by the State of Alaska in 1984 and is still in operation today (Friends of the Sheldon Jackson Museum, 2017). Following Jackson's death, the campus was renamed the Sheldon Jackson School in 1910. In 1917, the campus became a boarding school and the college was established in 1944. After Sheldon Jackson College received regional accreditation as a college in 1966, the high school program was closed the following year in 1967.

The Stratton Library, built in 1974, was home to more than the college's academic collection: rare books, archival quality prints, plate glass negatives, artifacts, and the archives of the school were also held in the building. In an effort to protect the collection, the library was closed and locked immediately after the closure. Less than a year later, the college announced that the closure was permanent and began the process of selling off the college's assets in order to pay off a reported $6 million in debts (Jaschik, 2007). Concerned about the fate of irreplaceable collections still in the library, community members started to organize efforts to preserve and return access to the collections. Members of the Sitka Library Network, a library consortium consisting of the Kettelson Public Library, Sitka School District libraries, and Mount Edgecombe High School took the lead in this effort. Working with the Sitka Friends of the Library, the Sitka National Park held a community meeting on September 19, 2007 for those looking for information about the collection and interested in helping preserve the collection.

The chief concern that surfaced at the meeting was the lack of heat in the Stratton Library, which had been turned off following the closure. Following the meeting, members of the Sitka Library Network were able to work with the property management firm hired by the Sheldon Jackson College Board of Trustees (SJC BOT) to gain access to the building and assess the conditions of the collection. Staff members from the Alaska Historical Library visited the campus on October 15, 2007 and prepared a report on the condition of the materials and facility. Finally, on November 13, 2007 the SJC BOT appointed a Stratton Library Advisory group made up of community members to assess and make recommendations for the future of the collections. The advisory group divided the library collections into

seven sub-collections, identifying the Sheldon Jackson College Archives and the C.L. Andrews rare book collection as the highest priority. Over 20 volunteers worked every Saturday for almost three years to inventory, assess, package, and relocate materials.

Sheldon Jackson College Archives

The Sheldon Jackson College Archives contain the records of the school's operations beginning with the Sitka Industrial School. The archives include non-academic student records, school publications, faculty papers, administrative meeting minutes, and correspondence with the national offices of the Presbyterian Church. The archives include botany samples, photographs, books, ledgers, sports memorabilia, and various ephemera. The archives reflect the history of the state of Alaska, the local community, and Tlingit people. The archives also document the schools' link to the original founders of the Alaska Native Brotherhood and Sisterhood, many of who were alumni. Founded in 1912, the Alaska Native Brotherhood is the oldest known indigenous persons' civil rights organization. (James). Both organizations were instrumental in the passage of the Alaska Native Claims Settlement Act in 1971. Detailed information regarding the lives of important Alaska Native civil rights activists where included in the archives. This included Elizabeth Peratrovich, who was instrumental in the passage of the Alaska Anti-Discrimination Act of 1945 and for whom in 1988 the Alaska State Legislator declared February 16 as a statewide holiday known as Elizabeth Peratrovich Alaska Civil Rights Day. (National Institutes of Health). Other alumni in the archives included Tlingit scholar and Presbyterian Minster Walter Soboleff and Tlingit elder and U.S. Naval Veteran Isabella Brady.

Due to the importance of the archival collection, the Alaska State Library worked with the local community and SJC BOT to make their protection and preservation the highest priority. In October of 2008, the SJC BOT placed the materials on a 5-year loan to the Alaska State Library. Staff from the State Library's Historical Collection came to Sitka in December 2008 to pack and ship the archives to the Alaska State Library in Juneau, Alaska. The larger library community in the state was notified through the *Alaska State Library Friday Bulletin* on November 21, 2008:

> Following the 2007 closure of the Sheldon Jackson College, staff members of the Alaska State Library assisted Sitka's library community in caring for the books and archival materials in the Stratton Library. As a part of that effort, the ASL Historical Collections has agreed to house the Sheldon Jackson College Archives for a period of 5 years.
>
> The Sheldon Jackson College Archives totals approximately 140 linear ft., and includes administrative files, correspondence, photographs, oral histories, moving images, and a wealth of information about the operations of SJC beginning in the 1880s. The bulk of the materials were beautifully organized by Evelyn Bonner, Nancy Ricketts and other caretakers of the collection. The several guides to the collections are being compiled and will be available through the Alaska State Library Historical Collections.

The BOT transferred full ownership of the archives to the Alaska Division of Libraries, Archives and Museums in February 2012 (Ronco, 2012). Today, the archives reside in the Alaska State Library Historical Collections in Juneau, Alaska where they are accessible to the public. Since the state purchased the Stratton Library, the hope is that the archives will eventually return to Sitka and reside in either the former Stratton Library or the Sheldon Jackson Museum.

C.L. Andrews Rare Book Collection

Around 1944, the Rotary Club of Sitka purchased the personnel library collection of Clarence Leroy Andrews for approximately $1,200 (Tabor, 1944). Andrews' personal library contained first edition Alaska books, newspapers, and reports, as well a wealth of ephemera including catalogs from the gold rush era. Andrews lived in Alaska from 1897 to 1940 (Alaska State Library Historical Collections, n.d.). He worked as a customs agent in Sitka, Skagway, and Eagle, Alaska. He also worked in the Arctic region as an employee of the U.S. Bureau of Education's School and Reindeer Service (University of Oregon Libraries, 2004). C.L Andrews wrote two essential histories of Alaska: *The Story of Sitka* and *The Story of Alaska.*

The collection was housed in several locations in Sitka before coming to the Sheldon Jackson Campus in 1958 (Veatch, 1959). The collection was gifted to SJC under the agreement that the collection would not be sold, bifurcated, or relocated outside of Sitka. The collection became the bases of the Stratton Library's research and one of the justifications of its construction. Author James Michener lived on campus and used the C.L. Andrews collection while writing his 1988 novel *Alaska.*

The collection remained in the Stratton Library while the City of Sitka and SJC BOT negotiated its transfer. In November 2008 the BOT agreed to transfer ownership of the entire collection to the Kettleson Memorial Library. The Sitka Friends of the Library donated the funds to pay for the collection to be relocated to secure city storage by a licensed and bonded company. In January of 2009, the entire collection was relocated to City of Sitka storage. Today, the collection is housed in the new Sitka Public Library and is accessible to the public by appointment.

The Stratton Today

In addition to the SJC archives and C.L. Andrews collection, the community relocated the remaining materials. The E.W. Merrill plate glass negatives were eventually sold to Sitka National Park as a means to reunite a collection that had been divided between the State of Alaska, SJC, and the National Park Service. The archival quality Merrill prints was purchased by the Sitka School District through a grant from the Sitka Permanent Charitable Trust. The libraries' extensive collection of religion monographs was donated to Alaska Christian College in Soldotna, Alaska. Sitka Library Network members absorbed books that were less than 5 years old. Sitka High School and Mount Edgecombe High School now house the collection of circulating Alaska books to support their Alaska history curriculum. Native language materials were transferred to the Sitka Tribe of Alaska Education Programs.

Finally, after relocating the rare and unique collections, the remaining general collection was distributed throughout the community through three book sales held in the Stratton Library. (Woolsey, 2010). The Alaska Division of Libraries, Archives, and Museums purchased the building in 2010. The Stratton came back to life in 2014 as the temporary home of Sitka Public Library while their new library was under construction. Today the Stratton Library sits empty awaiting renovations and a new life as part of the Alaska Division of Libraries, Archives, and Museums.

References

Alaska State Library. (2008, November 21). Status of Sheldon Jackson archives and C.L. Andrews col-

lection. *Alaska State Library Friday Bulletin*.

Alaska State Library Historical Collection. (n.d.) *Guide to collection: Andrews, Clarence Leroy, 1862-1948*. Alaska Division of Libraries, Archives and Museums: Juneau, AK. Retrieved from http://www.library.alaska.gov/hist/hist_docs/finding_aids/PCA045.pdf

Bonner, E. (1973). A classification scheme for cataloging Sheldon Jackson College Archives. Sheldon Jackson College: Sitka, AK.

Fear-Segal, J. (2007). *White man's club: Schools, race, and the struggle of Indian acculturation*. Lincoln: University of Nebraska Press.

Friends of the Sheldon Jackson Museum. (2017, May 18). *Sheldon Jackson Museum History.* Retrieved from http://www.friendsofsjm.com/history.php

Glenn, C. (2011). *American Indian/First Nations schooling: From the colonial period to the present*. New York: Palgrave Macmillan.

James, Jimmy. (n.d.). Alaska Native Brotherhood and Alaska Native Sisterhood Grand Camp History. Retrieved from https://www.anbansgc.org/

Jeschik, Scott. (2007, July 2). Sheldon Jackson suspends operations. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2007/07/02/sheldon

Merrill, E.W. (n.d.) *Class photograph, Sitka Industrial Training School.* Retrieved from Alaska's Digital Archives.

National Institutes of Health. (n.d.). *"1945: Alaska's territorial legislature adopts anti-discrimination law.* Retrieved from https://www.nlm.nih.gov/nativevoices/timeline/475.html

Ronco, E. (Producer and Host). (2012, Feb. 1). *State takes control of Sheldon Jackson College archives.* [Radio Broadcast]. Sitka, AK: KCAW. Retrieved from https://www.kcaw.org/2012/02/01/state-takes-control-of-sheldon-jackson-college-archives/

Tabor, H. (1944, May 23). Drive opens to secure C.L. Andrews library. *Sitka Sentinel,* p. 1.

Sentinel Staff. (2007, July 2). SJC to lose a year, try to find solution to money problems. *Daily Sitka Sentinel*, p. 1 & 8.

University of Oregon Libraries. (2004, July). C.L. Andrews photographs, 1880s-1948. Retrieved from https://library.uoregon.edu/speccoll/photo/fcandrews

Veatch, H. (1959, January 9). Rare volumes added to Andrews collection. *Daily Sitka Sentinel*, p. 2.

Waggoner, D. & M. (n.d.) *Boys at work in boat shop – Sheldon Jackson School.* Retrieved from Alaska Digital Archives.

Woolsey, R. (2010, Dec. 22). Book sale brings end to Stratton Library story. [Radio Broadcast]. Sitka, AK: KCAW. Retrieved from https://www.kcaw.org/2010/12/22/book-sale-brings-end-to-stratton-library-story/

Figure 1: Community volunteers inventorying and encapsulating C.L. Andrews rare books at Stratton Library in Sitka, Alaska. 2008.

Figure 2: Community volunteers moving materials to safe room at Stratton Library in Sitka, Alaska. 2008.

Figure 3: Community volunteer conducting inventory of archival materials at Stratton Library in Sitka, Alaska. 2008.

Figure 4: Boys at work in boar shop, Sheldon Jackson School Sitka, Alaska. (n.d.) from the Alaska's Digital Archives. (Waggoner).

Figure 5: Class photographic, Sitka Industrial School. (n.d.) from Alaska's Digital Archives. (Merrill).

The Importance of Establishing Assistance Animal Policies for Your Library

Maureen Rust: Central Washington University, Ellensburg, WA
Mary Wise: Central Washington University, Ellensburg, WA
Keywords: Service animals, assistance animals, therapy animals, emotional support animals, ADA requirements, library policies

Abstract
Many library employees do not understand fully the laws and rules regarding service animals and the rights of persons with disabilities who work with service animals. Employees do not necessarily know the differences between service animals, therapy animals, and emotional support animals. It is important for employees of all public accommodations, such as libraries, to understand the differences and the rules that govern each category of animal, and when and if each category is allowed into the library. Employees need to know how to accommodate persons with disabilities and what questions they can ask legally, if they have reason to believe an animal in the library is not a service animal. It is also important for libraries to develop clear policies regarding animals in the library that adhere to the Americans with Disabilities Act (ADA) and other federal and state rules. Ultimately, there is no easy answer, but employees who know the laws, and libraries that have clear animal policies, are more likely to be successful adhering to the ADA and ensuring equal access for patrons with disabilities. This paper will review the distinction between service animals, therapy animals, and emotional support animals. It will delineate the federal, state, and local regulations that affect academic library animal policy. It will examine how individual academic libraries are currently addressing the issue. The authors also make recommendations on best practices for effectively creating and enforcing such policies. One case study highlights an instance in which university policy is being revised to meet current regulations while simultaneously providing for specific programming involving non-service dogs.

Introduction

Service dogs. Therapy Dogs. Emotional Support Animals (ESA). These terms are frequently used interchangeably, but they have distinct definitions, intentions, and rights. The perceived increased presence of domestic animals in public places compels many libraries either to create a new policy or scrutinize and revise an existing one in order to provide clear guidelines for their users. The intention of such a policy is two-fold: to protect library users' rights and to take advantage of an opportunity to inform their patrons.

All libraries must comply with federal, state, and local regulations when it comes to allowing service animals into their spaces. What exactly is a service animal? What about assistance animals that do not fall under that category? This article investigates the distinction between types of assistance animals, library access that is required by law, and considerations for developing guidelines on animals in the library.

(Pixabay CCO Public Domain, n.d.)

(Reynolds, 2015)

(Rust, 2016a)

Everyone has seen signs such as those displayed above. What do they mean? Some people may wonder, “Is my dog a service animal?”

Perhaps one of these signs below would clarify the rule:

(Rust, 2016b)

(Wise, 2016)

These signs are more informative, but for the signs to be effective, readers need to know specifically what defines a service animal.

Unfortunately, it takes more than a sign for individuals to understand the complex laws and rules governing service animals and access for persons with disabilities.

Types of Assistance Animals

In the recent past service animals, specifically dogs, were easy to identify, as were the disabilities of their handlers. Times have changed, not only among service dogs and their training and abilities, but in the other ways animals are providing assistance to humans, either on a one-on-one basis or in small group settings. While the taxonomy of assistance animals seems to be in a state of flux, the following assistance animal categories are generally accepted: service animals, therapy (visitation) animals, emotional support animals, public or military service animals, and agricultural or sporting animals (Parenti, Foreman, Meade, & Wirth, 2013). This article will focus on those categories most likely to be addressed by academic libraries: service animals, therapy animals, and emotional support animals (ESA) Assistance animal categories are illustrated in Table 1.

ASSISTANCE ANIMALS				
SERVICE ANIMALS			THERAPY ANIMALS	EMOTIONAL SUPPORT ANIMALS (COMFORT ANIMALS, COMPANION ANIMALS)
DOGS (any breed)	MINIATURE HORSES		Any species (if they meet certification requirements); primarily DOGS	Any species; can include wide variety of types of animals
Allowed in all public spaces (ADA)	Allowed in all public spaces (ADA)		No legal access rights. Depends upon individual institution's policy.	Allowed in commercial airplanes (Air Carrier Access Act) and rental housing (Fair Housing Act)
Certification or documentation not required.	Certification or documentation not required.		Certification from a therapy animal organization is strongly recommended.	Documentation required for airplane flights or housing.

Allowed in grocery stores and restaurants? YES	Allowed in grocery stores and restaurants? YES	Allowed in grocery stores and restaurants? NO (Exception: some outside dining areas)	Allowed in grocery stores and restaurants? NO (Exception: some outside dining areas)
Are allowed anywhere the public is allowed. (They are not considered pets.)	Are allowed anywhere the public is allowed. (They are not considered pets.)	Are considered pets and are not allowed unrestricted access, except while providing therapy in a facility.	Are considered pets and not allowed unrestricted access, but are allowed in housing and on airplanes with appropriate documentation.
Specifically trained to perform tasks for people with disabilities that limit one or more major life activities.	Specifically trained to perform tasks for people with disabilities that limit one or more major life activities. (Trained to the same standards as service dogs.)	Are generally certified by an organization (e.g. Pet Partners, Therapy Dogs International), and make visits to facilities such as hospital, schools, and nursing homes, providing people with therapeutic contact. Must pass several tests to be certified.	No special training is required. Documentation must be from a mental health professional stating the person has a mental health related disability, is under that professionals' care, and that the animal is necessary for the treatment of the person's disability.
Work or task must be directly related to the person's disability.	--Must be housebroken --Must be under the owner's control	Must be housebroken, have current vaccinations, have no history of aggression, have good	Documentation must be from a mental health professional stating the person has a mental health related

--Must be housebroken --Must be under the owner's control	--The facility must be able to accommodate the horse's type, size & weight --The horse's presence must not endanger the safe operation of the facility		obedience skills, friendly interaction with strangers.		disability, is under that professionals' care, and that the animal is necessary for the treatment of the person's disability.

Note. Table 1 sources are a combination of United States (2010), Nondiscrimination on the Basis of Disability in Air Travel (2012), HUD Notice FHEO-2013-01 (2013), and Christensen (2017).

Throughout this article, the term "handler" is used to refer to a person with a disability who uses a service dog. The two of them together (the person and the dog) are referred to as a service dog team.

Regulations: Federal, State, and Local

Equal access for persons with disabilities is addressed in four documents, the Americans with Disabilities Act, the Rehabilitation Act of 1973, the Fair Housing Act, and the Air Carrier Access Act.

Americans with Disabilities Act (ADA), and the Rehabilitation Act of 1973

The American with Disabilities Act of 1990 (ADA) was revised in 2010 and the revision includes a specific and lengthy definition of what a service animal is. According to the Revised ADA, only dogs (and sometimes miniature horses) can be service animals. The dog must be trained specifically to perform a task or tasks for a person with a disability. The work or task the dog has been trained to perform must be directly related to the person's disability. In order to be covered under the ADA, a person must have an impairment that limits one or more major life activities (such as, but not limited to, walking, seeing, hearing, breathing, caring for oneself, sitting, lifting, learning, thinking, working, or performing manual tasks essential to daily life). The impairment must constitute a substantial limitation. Goren (2014) uses the phrase recognition and response to describe the work of a trained service dog.

Only two questions are allowed when determining the status of a service animal: Is this a service dog required because of a disability? What service or task does it perform? It is not allowable to ask handlers the nature of their specific disabilities.

The 2010 ADA standards for accessible design also make it very clear that emotional support animals (ESAs) are not considered service animals**. "**The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or

tasks for the purposes of this definition" **(**United States, 2010).

In *Frequently Asked Questions about Service Animals and the ADA*, the U.S. Department of Justice (2015) writes, "The service animal must be harnessed, leashed, or tethered while in public places unless these devices interfere with the service animal's work or the person's disability prevents use of these devices." It is also worth noting that service animals that are not housebroken, that pose an unreasonable or direct threat to the health and safety of others, and/or that are not under the control of their handler can be removed from the public space. The ADA states that noncompliance of guidelines can be grounds for a request to remove a service animal from a facility. In this case, the handler must be allowed to remain in, or return to, the public place without the service animal.

While the ADA is very explicit about what constitutes a service animal, it includes no requirements for certification or identification of service animals. The intent of this was so that people with disabilities are not subjected to further disadvantage by being required to go through certification or registration processes. Since there is no requirement about who can train the dog, the trainer is not always from an official service dog training facility. People are allowed to train their own dogs or designate others as trainers. Sometimes this is the only way people can get dogs trained to be service dogs, as there are often waiting lists years long at official training facilities. The ADA does not mention how to deal with people who claim their dogs are service dogs when they are simply pets. When the ADA was written, policy makers did not suspect that dog owners would counterfeit disabilities and claim their dogs as service animals in order to be accorded the same access granted those with genuine disabilities and genuine service dogs. Even though it is a convenience for service dogs to wear vests and have identification, this is not required by the ADA. Vests identifying dogs as service animals are readily available online without verification. This renders vests meaningless as a method of confirmation of service animal authenticity. Many states have laws that prevent the use of assistive devices designated for persons with disabilities in order to gain access, but few address the deliberate misrepresentation of pets as service animals. Perhaps it is an issue of misinformation or a lack of education. Some people who have emotional support animals (ESAs) may believe that their dogs qualify as service dogs.

If the only definition of what a service animal is (and is not) was to be found in the ADA, adherence to the requirements would be simple. However, other governmental bodies regulate this topic as well. Besides the Americans with Disabilities Act, the Air Carrier Access Act, the Fair Housing Act, and the Rehabilitation Act of 1973 all have something to say about service or assistance animals. While the Rehabilitation Act of 1973 does not specifically mention service animals, it does ensure the rights of students to have reasonable accommodations. Recently, those accommodations frequently have taken the form of service dogs (Berry & Katsiyannis, 2012).

The Fair Housing Act and the Air Carrier Access Act

Under The Fair Housing Act (FHA) an assistance animal can be a service animal or an ESA (also known as a comfort animal or a companion animal). Assistance animals can be any species of animal, as long as they alleviate to some extent the person's disability, and as long as the animal is not a threat to public safety or public health. Housing entities are required to allow all service animals (as defined in the ADA). They are also obligated to allow ESAs with written medical documentation. The Office of Fair Housing and Equal Opportunity (HUD Notice FHEO-2013-01, 2013) explains that for purposes

of housing, comfort animals are considered assistance animals, and are allowed as a reasonable accommodation. If a resident asks for reasonable accommodation of an assistance animal, and the need for the animal is not readily apparent, the housing provider may ask the tenant the same two questions allowable under the ADA. The notice also states that if the request is for an emotional support animal, the housing provider may ask the resident to furnish documentation from a mental health professional indicating that the animal assists with or alleviates an existing disability.

Similar guidelines exist for reasonable accommodation on airplanes under The Air Carrier Access Act (ACAA). Airlines must accept both service dogs and emotional support animals. Service dogs are to be identified by identification cards, harnesses, other written documentation, or a credible explanation from the person with the disability (Podberesky, 2003). However, since the ADA does not require documentation, only the assurance of the person with the dog is acceptable. Again, only the two standard questions are allowed. Whereas the ADA gives access only to service animals, the Air Carrier Access Act does include emotional support animals (ESAs) as well. Unlike service dog handlers, ESA owners can be required to present documentation for their animals. According to *Nondiscrimination on the Basis of Disability in Air Travel (2012)*, airlines are not required to allow an ESA unless a passenger traveling with an ESA provides documentation, on letterhead, from a licensed mental health professional currently treating the passenger. This documentation must be less than one year old and must state that the passenger suffers from a disability delineated in the Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition (DSM IV), and that the passenger needs the ESA as an accommodation to mitigate the disability. This regulation gives airlines more leeway to require documentation from passengers traveling with ESAs. Airline employees must remember that service dog teams are not required to provide any documentation, other than to answer the two legal questions. Podberesky provides very clear instructions and procedures in the U.S. Department of Transportation guide, *What Airline Employees, Airline Contractors, and Air Travelers with Disabilities Need to Know About Access to Air Travel for Persons with Disabilities*.

The laws and regulations concerning service dogs, therapy dogs, and emotional support animals can be quite confusing and overwhelming. Peter Christensen (2017), president of Columbia River Pet Partners, has provided an explanation of the differences on the organization's website. This easy to understand document, *Service Dogs – Therapy Dogs, Emotional Support Dogs: How they Differ Under U.S. Law,* is available on the website.

Impact of increased access

Rules regarding service animals exist to ensure that people with disabilities have equal access to the same places and activities as people without disabilities. Recent years have seen a dramatic increase in people taking their dogs to places where only service dogs are allowed to go. According to Yamamoto, Lopez, and Hart (2015), "Although emotional support animals are not recognized as service animals (assistance dogs) under the U.S. Department of Justice, nor the Food and Agriculture Code in California, many emotional support animals had been registered as service dogs, revealing the limited understanding of the correct definition of assistance dogs" (p. 5).

Recently more dogs have appeared in public places than in the past. This could be a result of more people with disabilities availing themselves of the tasks service dogs can provide. It could also be be-

cause more people want their pets with them, and they do not fully understand the difference between service dogs and pets (which include emotional support animals in places of public accommodation). Wendy Holden (2016), Director of Disability Services at Central Washington University, has noticed an increase in dogs on campus. She observed that often the dogs are not on leashes and this can be a dangerous situation. Since the rise of claims that pets are service animals, several suggestions have been made to eliminate this abuse of the ADA. One suggestion made by Elliott and Hogle (2013), is that the Department of Justice modify the ADA to allow states to require a standardized tag for service dogs. Requirements for this tag would be similar to the need and process for a handicapped-access parking placard. Elliott and Hogle also recommend documentation that the service dog team has completed successfully a public access test administered by a state approved evaluator. This is an option that Holden also believes may be a viable solution.

People often claim there is no harm in taking their non-service dogs with them into public places. This misrepresentation causes harm in several ways. Melissa Mitchell maintains the website, *Service Dogs: A Way of Life*. Mitchell is a woman with a disability who has been part of several service dog teams, and is an advocate for, and speaker about, service dogs. In an article on her website, Mitchell (2008) identifies several ways in which this behavior is detrimental. By representing pets as service dogs, owners are trivializing the disabilities of actual service dog handlers. Handlers and their dogs are in danger of attacks from poorly behaved pets in public, and service dogs acquire negative reputations because of the bad behavior of other dogs. Employees in public places are less willing to accept any dogs and service dog handlers are questioned more often as a result of these misrepresentations.

Another consideration of increased animal presence in public spaces is the parallel likelihood of animals spreading diseases or allergens. Centers for Disease Control and Prevention (2015) have identified a list of *Diseases That Can Be Spread from Pets to People*. It names 105 diseases that are potentially communicable from animals.

In an interview, service dog handler Michael Mesa (2016) said he is inclined to accept that most service dog teams in public are genuine because of the many unseen disabilities people may have. However, he emphasized that dogs in public should at the very least have basic obedience training and have passed the American Kennel Club (AKC) Good Canine Citizenship course (American Kennel Club, 2017).

Assistance Dogs International (2017) is an accrediting nonprofit organization presenting a coalition of assistance dog programs across the globe. It identifies several minimum criteria for service dogs working in public spaces, focusing on hygiene, behavior, and training.

Programs such as AKC Canine Good Citizen and Assistance Dogs International strive to ensure assistance dogs used in public spaces have a minimum level of good behavior, obedience, and cleanliness. Assistance dogs that have not gone through this level of training and scrutiny potentially pose a risk to the people and animals with whom they come into contact.

Library Policies

Library employees are experiencing an increase in dogs accompanying people into libraries. The own-

ers of these dogs may represent them, implicitly or explicitly, as service dogs. Johnson (2015) expresses, using humor, the real frustration that library employees often feel when encountering dubious service dogs. Many library employees simply do not know what to do or say when they suspect a dog is not a service animal. Sometimes they simply say nothing, or say too much.

Since libraries are places of public accommodation, they are governed by the ADA. Because libraries do not provide transportation or housing, neither the FHA nor the ACAA governs them. Many states also have laws governing assistance or service animals. Michigan State University has compiled a list of such laws for all fifty US states (Wisch, 2016). Libraries may also be governed by local and, in the case of academic libraries, institutional regulations in deciding which assistance animals are allowed on the premises, and under what circumstances. Some academic libraries choose not to establish a policy specific to animal presence, relying instead upon the university's policies. Others, including the libraries at UC San Diego (2017), UC Berkeley (University of California, Berkeley, n.d.), and Dartmouth College (2017) have created guidelines that welcome individuals with service animals (and in some cases, service animal trainees), but do not permit any other animals. The UC Berkeley Library's Animals in the Library policy specifically excludes emotional support animals, noting, "the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purpose of this definition."

Therapy dog programs designed to relieve student stress levels are becoming increasingly popular among academic libraries (Jalongo & McDevitt, 2015). Because therapy dogs do not fall into the service animal category, their presence often requires accommodation within the library's animal policy. Some academic libraries that have therapy dog programs choose simply to include therapy dogs in their definition of service animals. This inclusion is erroneous, and lends to the terminology confusion. Others have created additional guidelines that accommodate exceptions by limiting animals in the library to service animals, service animal trainees, and other animals used for library programming. A good example of this comes from the University of Wisconsin-Parkside (2014), which implemented an institutional Therapy Dogs Visitation Policy. This policy specifically allows therapy dogs that "are trained and certified by qualified handlers who use the dogs for comfort and companion enrichment of others." Including this type of conditional provision for non-service animals in a library's animal policy allows for increased student engagement and community outreach programming without the need for special administrative dispensation.

If a library does not have a policy regarding animals, it is likely to be governed by its state laws. Many public and university libraries do have policies regarding animals in the library. Most of them allow service animals (as defined by the ADA), but not pets. Emotional support animals (comfort animals) are not generally allowed in library policies. Therapy animals are not normally allowed unless they are participating in a specific library activity. The U.S. Department of Justice (2011), published a convenient single page explanation of the revised ADA requirements for service animals. The Department of Justice encourages distribution of this document. Most library policies parallel the ADA guidelines or follow specific state laws (that also parallel ADA guidelines). Some libraries specifically mention their no pets policy in their Library Code of Conduct. Some specifically state that it is against the library's code of conduct to misrepresent a pet as a service animal, and that could be grounds for suspension of library privileges (Saratoga Springs Public Library, n.d.). Some libraries not only post their policy on

their website, but also include information about laws regarding service animals from the U.S. Department of Justice (Dartmouth College, 2017). It is important that library employees (especially front line employees) are familiar with their library's animal policy. The library's policy must adhere to the ADA, and employees may only ask those two questions: Is this a service dog required because of a disability? What task or service has it been trained to perform? It is never appropriate for employees to ask the nature of the person's disability. If the person replies that the dog is a comfort animal or offers emotional support or keeps the person calm, then the dog is not a service animal and can be excluded from the library. It is a difficult task for a library employee to tell patrons that their comfort animals are not service animals and must leave the library. This is why it is important for all library staff to be trained in the proper way to deal with patrons who bring animals into the library (Marrall, 2016). A preset script might be a good idea. That way, all library employees ask the same questions and give the same information. Patrons with service dogs may be questioned several times per day, and do not want to spend any more time on this than is absolutely necessary. An even better solution might be for the library to designate one employee who is very familiar with laws and library policy regarding service animals, as the person who asks the questions. This option is recommended by Mesa (2016). If staff members encounter a situation where a team may not include a trained service dog, they should notify the designated employee to speak with the handler. This ensures someone will not challenge the handler on every floor, or in every department, of the library.

Many times library employees are hesitant to question handlers about their dogs. If a person with a disability is denied equal access to public accommodation, the maximum fine for the first offense is $75,000.00 (U.S. Department of Justice. Civil Rights Division, 2014). How do library employees even know when it is appropriate to ask (or refer to someone who will ask) those two questions? If it is obvious that the dog is a service animal, questions are not appropriate. If it is not obvious that a dog is a service animal, the library employee may ask the two questions. Keagen Grace is a writer and professional working dog trainer. She often writes articles for Anything Pawsable, a service dog advocacy website. Grace (2015b) provides a list of behaviors that will indicate whether the dog is likely or not to be a service animal. The behaviors on the list are clues, and not guarantees of whether the dog is a service animal. However, the behaviors described should give employees an idea of what to look for in a service animal. If the dog demonstrates the negative behaviors on the list, it may be appropriate to ask the questions, or refer to the designee.

If a dog is disruptive or misbehaves, even if it is a service dog, library employees can ask the handler to remove the dog from the library. The handler must be allowed to return to the library without the dog (U.S. Department of Justice. Civil Rights Division, 2011).

A service dog handler visiting the library wants to be treated like any other patron – to have the same access to facilities and services as do the other patrons. A list of ten things service dog handlers want people to know (Grace, 2015a), is available on the Anything Pawsable website. Unless there is reason to believe the dog is not a service animal, staff members should not question the handler.

A clearly worded sign, placed prominently near the entrance of the library, may also help clarify the policy to those patrons considering entering the library with non-service animals.

As previously mentioned, there may be times when non-service dogs are welcomed into the library. The library may choose to provide therapy dog programs. These programs are governed by guidelines and policies.

Case Study: CWU Brooks Library Paws and Relax

The James E. Brooks Library is located on the campus of Central Washington University, in Ellensburg, Washington. The library serves approximately 11,000 undergraduate and graduate students. The library follows university policies, and does not have its own policy specific to animals on the premises.

Brooks Library is currently making a concerted effort to provide methods for students to de-stress just prior to and during their quarterly final exams. In Fall 2014, we started the process of establishing Paws and Relax, a program designed to allow students to interact with dogs during their finals week studying. For liability reasons, and to ensure a threshold level of behavior screening and dog handler knowledge, we restricted participating dogs to those who were certified therapy dogs, dogs and handlers from the local 4H program, and dogs who had passed the AKC Canine Good Citizen certification. As we developed a full roster of participating dogs, we worked with the campus risk management representative to ensure liability concerns were addressed, and that all related campus policies were being followed. It was during our conversations with the representative that we became aware of the Washington Administrative Code (WAC) specific to our university, that states, "No animals, including dogs and cats, except service dogs, will be allowed, under any circumstances, in any university-operated building" (WAC 106-124-801). We discovered this regulation only weeks from the date we planned to launch our program. Working with the administrative staff in the President's office, we secured a dispensation, allowing us to hold our planned event. Our efforts shed a light on this outdated WAC and brought awareness to the President's office of the need for revision in order to be in compliance with both the ADA (allowing both types of ADA recognized service animals, dogs and miniature horses) and the Fair Housing Act (i.e., allowing students with identified mental health related disabilities that require an emotional support animal (ESA) to live in campus housing with their ESA). As a consequence, our administration is currently working to bring this particular WAC into compliance with federal regulations regarding animals in university buildings.

The popularity of this program has greatly exceeded our expectations. Not only does the library administration heartily support Paws and Relax, the campus administration also encourages its continued finals week presence. When one student was asked why he attended the therapy dog session, he replied, "Whenever you pet a dog, you feel a lot better."

"It's just calming," added another student. "It's a good way to take your mind off of all the stress of having to study for that final tomorrow or later this afternoon. It's a nice way to come and relax and not really have to worry about anything" (Central Minute, 2016).

In order to quantify the effect therapy dog interactions had on student stress, we developed two charts, "before" and "after," with a scale of 1 (no stress) to 5 (high stress). We invited participants to indicate their stress level before visiting the dogs, and again when they were exiting the therapy dog activity. The results confirmed that interaction with the therapy dogs substantially reduced the amount of stress

for participating students (Figure 1), with an average 47% reduction in stress.

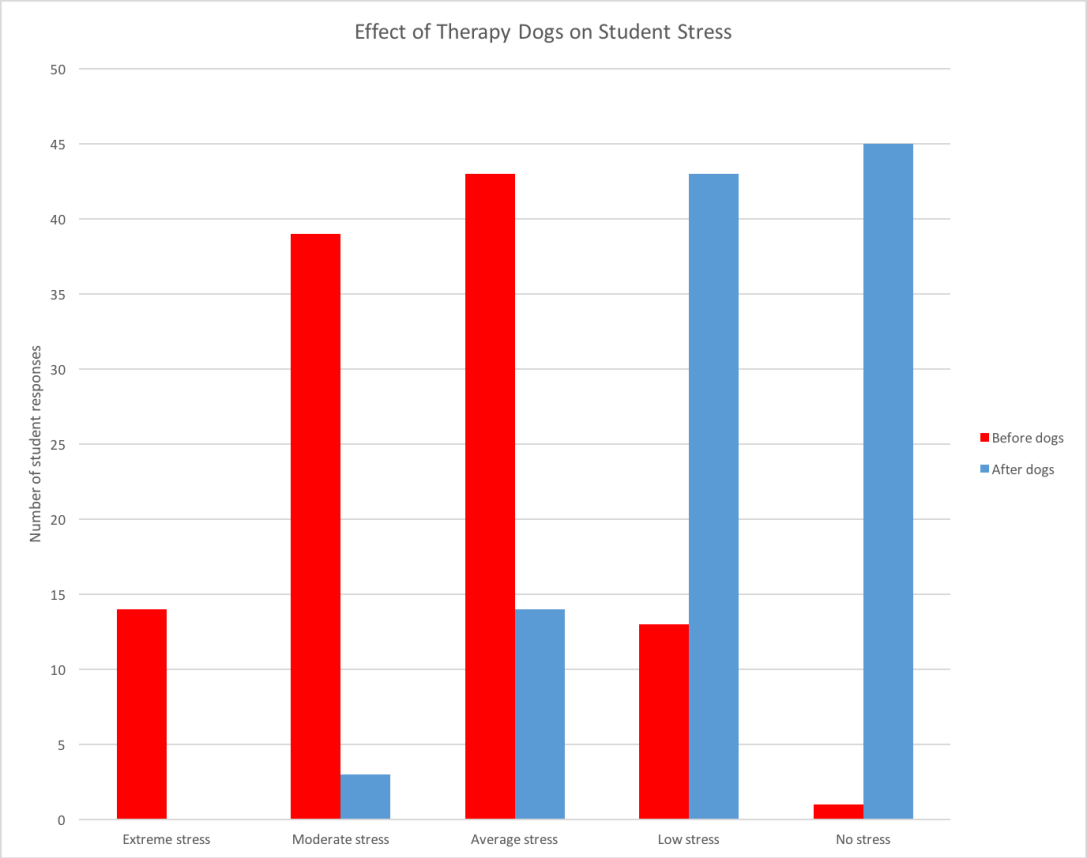

Figure 1: Rust (2017)

We also used this event as an opportunity to educate our students on the differences between types of assistance animals, and provided this info-graphic at the entrance to the event (Figure 2).

The affirmation that this popular program significantly benefits participating students, and the ability to use the event to educate students regarding types of assistance animals, reinforces the position that it is a worthwhile endeavor to modify university policy to allow therapy dogs into the library.

Figure 2.

What Kind of Dog is That?

	Therapy Animal	Emotional Support Animal	Service Animal
Provides assistance to individuals with disabilities	⊘	⊘	✓
Provides comfort to individuals with a diagnosed mental health related disability	⊘	✓	⊘
Provides emotional support to groups	✓	⊘	⊘
Allowed in all public spaces	⊘	⊘	✓
Allowed in public spaces only in specific situations (such as Paws and Relax)	✓	⊘	⊘
Allowed in residential buildings and passenger airplanes	⊘	✓	✓
Training required	Recommended	⊘	✓
Certification/Documentation required	Recommended	✓	⊘

JAMES E. BROOKS LIBRARY

Figure 2: Taylor (2016)

Conclusion

Most libraries will either have their own "animals in the library" policy, or will enforce a similar policy set forth by the host institution, the city, the county, or the state. Either way, it is imperative that the policy being followed is in compliance with all federal, state, and local regulations, in terms of patrons with disabilities. The policy followed should also be an accurate reflection of allowable animal presence within the library. Because of the sensitive nature of interactions regarding patrons with animals, it is strongly suggested that all library staff are trained on the animal policy. Providing staff with a script of what to say to the patron, and appointing one staff member to field the majority of animal issues within the library, will serve to minimize patron discomfort, and maximize staff confidence.

References

American Kennel Club. (2017). Canine good citizen. Retrieved from http://www.akc.org/dog-owners/training/canine-good-citizen/

Assistance Dogs International. (2017). Service dogs training standards. Retrieved from http://www.assistancedogsinternational.org/standards/assistance-dogs/standards-for-dogs/training-standards-for-service-dogs/

Berry, J., & Katsiyannis, A. (2012). Service animals for students with disabilities under IDEA and section 504 of the Rehabilitation Act of 1973. *Intervention in School and Clinic, 47*(5), 312-315. Retrieved from http://eric.ed.gov/?id=EJ991200

Centers for Disease Control and Prevention. (2015, September 30). Diseases that can be spread from pets to people. Retrieved from http://www.cdc.gov/healthypets/diseases/

Central Minute. 2016, March 31. *Paws and Relax for students at CWU* [Video file]. Retrieved from https://youtu.be/OsHhaexmXpQ

Christensen, Peter. (2017, September 12). Service dogs – therapy dogs, emotional support dogs: How they differ under U.S. law. Retrieved from https://www.service-emotional-support-therapy-dogs.info/

Dartmouth College. Library. (2017). Policy on animals in the library. Retrieved from https://www.dartmouth.edu/~library/home/services/accessibility/serviceanimals.html

Elliott, D., & Hogle, P. S. (2013). Access rights and access wrongs: Ethical issues and ethical solutions for service dog use. *International Journal of Applied Philosophy*, *27*(1), 1-14. doi:10.5840/ijap20132716

Goren, W. D. (2014). Service dogs and the rights of the disabled. *GPSolo*, *31*(2), 42-45.

Grace, K. (2015a, September 9). 10 things service dog handlers want you to know [Web log post]. Retrieved from http://www.anythingpawsable.com/10-things-service-dog-handlers-want-know/#.VXWpZ9JVhHw

Grace, K. (2015b, October 1). Things service dogs in public should and should not do [Web log post]. Retrieved from http://www.anythingpawsable.com/things-service-dogs-public/

Holden, W. (2016, May 4). Interview with Wendy Holden [Personal interview with article co-author].

HUD Notice FHEO-2013-01 (PDF) - portal.hud.gov. (2013, April 25). Retrieved from http://portal.hud.gov/hudportal/documents/huddoc?id=servanimals_ntcfheo2013-01.pdf

Jalongo, M. R., & McDevitt, T. (2015). Therapy dogs in academic libraries: A way to foster student engagement and mitigate self-reported stress during finals. *Public Services Quarterly*, *11*(4), 254-269.

Johnson, C. (2015). Eyeballing "service animals" in libraries and wondering: "Are you for real?". *Alki. 31*(2), 28-29.

Marrall, R. M. (2016). Assistance animals in the library: How one academic library developed Best Practices. *Reference & User Services Quarterly, 56(1)*, pp. 8-13.

Mesa, M. (2016, May 10). Interview with Michael Mesa [Telephone interview with article co-author].

Mitchell, M. (2008, September 22). People claiming their dogs are service dogs to take them in public beware [Web log post]. Retrieved from http://servicedogsawayoflife.blogspot.com/2008_09_01_archive.html

Nondiscrimination on the Basis of Disability in Air Travel, 14 C.F.R. § 382 (2012).

Parenti, L, Foreman, A., Meade, B.J., & Wirth, O. (2013). A revised taxonomy of assistance animals. *Journal of Rehabilitation Research and Development, 50*(6), 745-756.

Pixabay CCO Public Domain. (Photograph). (n.d.). [*No dogs allowed sign*]. [digital image]. Retrieved from https://pixabay.com/en/no-pets-allowed-dogs-sign-signage-39409/

Podberesky, S. (2003, May 2). What airline employees, airline contractors, and air travelers with disabilities need to know about access to air travel for persons with disabilities. A guide to the Air Carrier Access Act (ACAA) and its implementing regulations, 14 CFR Part 382 (Part 382). Washington D.C.: U.S. Department of Transportation. Retrieved from https://www.transportation.gov/sites/dot.dev/files/docs/TAM-07-15-05.pdf

Reynolds, L. (Photograph). (2015, October 8). *Service animals only* [digital image]. Retrieved from https://www.flickr.com/photos/lwr/23104771379

Rust, M. (Photograph). (2016a, June 30). *Notice no pets allowed* [digital image].

Rust, M. (Photograph). (2016b, July 1). *No pets* [digital image].

Rust, M. (2017). *Effect of Therapy Dogs on Student Stress*. (Unpublished chart). Ellensburg, WA: James E. Brooks Library, Central Washington University.

Saratoga Springs Public Library. (n.d.). Guidelines for animals in the library. Retrieved from https://www.sspl.org/about/policies/animals/

Service Dogs, Emotional support dogs and therapy dogs: Fact sheet by TherapyDogInfo.net [Digital image]. (2016, April 24). Retrieved from http://www.therapydoginfo.net/servicedogs.pdf

Taylor, Stacy. (2016). *What kind of dog is that?* (Unpublished handout). Ellensburg, WA: James E. Brooks Library, Central Washington University.

UC San Diego Library. (2017). Library guidelines for individuals with service animals. Retrieved from http://libraries.ucsd.edu/about/policies/library-service-animals.html

U.S. Department of Housing and Urban Development, Office of Fair Housing and Equal Opportunity. (2013). Service animals and assistance animals for people with disabilities in housing and HUD -funded programs. FHEO-2013-01. Retrieved from https://www.ahead.org/uploads/conference/2013/handouts/2.10 Service Animals Ackerman/HUD_ServiceAssistanceAnimals April 25 2013.pdf

U.S. Department of Justice. Civil Rights Division. (2011, July 12). Service animals. Retrieved from http://www.ada.gov/service_animals_2010.htm

U.S. Department of Justice. Civil Rights Division. (2014). Information and technical assistance on the Americans with Disabilities Act. Civil monetary penalties inflation adjustment under Title III. Retrieved from http://www.ada.gov/civil_penalties_2014.htm

U.S. Department of Justice. Civil Rights Division. (2015). Frequently asked questions about service animals and the ADA. Retrieved from https://www.ada.gov/regs2010/service_animal_qa.pdf

United States. (2010). *2010 ADA standards for accessible design*. Washington, D.C.: Dept. of Justice. Retrieved from https://www.ada.gov/regs2010/2010ADAStandards/2010ADAStandards_prt.pdf

University of California, Berkeley. Library. (n.d.). Animals in the library. Retrieved from http://www.lib.berkeley.edu/about/animals

University of Wisconsin--Parkside. Library/Learning Center. (2014). Administrative policy 95: Therapy dogs visitation policy. Retrieved from https://www.uwp.edu/explore/offices/governance/policy95.cfm

WAC 106-124-801. Animals prohibited. (n.d.). Retrieved from http://app.leg.wa.gov/WAC/default.aspx?cite=106-124-801

Wisch, R. F. (2016). Table of state assistance animal laws. Michigan: Michigan State University. Animal Legal & Historical Center. Retrieved from https://www.animallaw.info/topic/table-state-assistance-animal-laws

Wise, M. (Photograph). (2016, June 30). *Service animals only* [digital image].

Yamamoto, M., Lopez, M. T., & Hart, L. A. (2015). Registrations of assistance dogs in California for identification tags: 1999–2012. *PLoS ONE*, *10*(8), 1-20. doi:10.1371/journal.pone.0132820

Librarians: Key Partners in a State-Wide Book Distribution Outreach Program

Stephanie Bailey-White: Idaho Commission for Libraries, Boise, ID
Roger A. Stewart: Boise State University, Boise, ID
Staci Shaw: Idaho Commission for Libraries, Boise, ID
Keywords: Book distribution programs, My First Books, Idaho Commission for Libraries, literacy programs, library outreach, early childhood

Abstract
Book distribution programs targeted at young children and their families that include the children owning the books have been in existence for a long time. Results are provided from a multi-year program evaluation of a unique, state-wide book distribution program developed in 1997 by the Idaho Commission for Libraries called My First Books. The program is unique among book distribution programs because it relies on local librarians to deliver and showcase the books each month during the academic year in a variety of public and private early childhood care and education settings. My First Books thus becomes a powerful mechanism for library outreach to local childcare and education facilities, parents and caregivers of young children, and the children themselves. Program evaluation results reveal a highly popular and effective program for all of these constituencies that fits well within the resources available in public libraries of all sizes throughout Idaho.

Introduction

"My daughter was so excited on the days the library lady read to them and gave out the books. All of my children, we had to sit down and read the book as soon as we got home. She is proud of those books. They have her name on them. I learned that reading was important and I learned with my children." (Telephone interview response: Mother of kindergarten child in rural Idaho)

This quote came from follow-up telephone interviews conducted with parents and caregivers of children age birth to eight years who had participated in a unique book distribution program in Idaho called My First Books (MFB). The Idaho Commission for Libraries (ICfL) developed the program and has implemented it each year since 1997 throughout the state of Idaho. The ICfL is an agency located in the Executive Branch of Idaho state government. Its mission is to assist "libraries to build the capacity to better serve their community" (Idaho Commission for Libraries, n.d.). This paper describes the My First Books program and provides results from a state-wide program evaluation.

My First Books is unique in the constellation of book distribution programs for two primary reasons. First, librarians from public libraries distribute one book per month for the nine months of the traditional school year. The librarians go into private daycares and preschools, public school preschool programs, public school classrooms, Head Starts, Even Starts, and such specialized programs as high school programs for teen parents that have onsite daycare. The book distributions thus act as outreach mechanisms for Idaho public libraries while also serving as mechanisms to promote library patronage and early literacy awareness and development. As the opening quotation reveals, the children establish special bonds with the librarian who brings books each month for them to keep. No other large-scale book distribution program so intimately relies on public library librarians.

Second, MFB is a state-run program that was established by and has been maintained by the ICfL for the past 20 years. Most other book distribution programs are primarily private sector enterprises or localized enterprises that rely on donations and other forms of support. MFB shows that a highly effective and efficient large-scale book distribution program can be conducted by a public sector agency over relatively long spans of time.

Literature Review

Book distribution programs that allow children to own the books have been in existence for decades and a substantial amount of program evaluation research has explored them, most of which shows positive effects. Perhaps the most venerable is Reading is Fundamental (RIF). Their Books for Ownership program started in 1966 and received a significant boost in 1975 when the U.S. Congress created the Inexpensive Book Distribution Program, which provided matching funds to RIF sites. Since its inception "RIF has distributed over 412 million books and impacted the lives of more than 40 million children in all 50 states" (Reading is Fundamental, n.d.).

First Book is another long-standing program started in 1992 (Smucker, 2009 Reading Today). Since its inception, First Book has distributed more than 65 million books. Another highly popular book distribution program is Imagination Library started by the celebrity Dolly Parton in 1995 (Imagination Library, n.d.). To date Imagination Library has distributed over 80 million books in the United States, Canada, and the United Kingdom.

Programs with smaller geographic footprints have also cropped up. For example, in Peoria, Illinois, a concerned citizen began Look, It's My Book! (LIMB) in 2007 which is a locally funded book distribution program that has spread to 12 of 15 local schools (Arquette, 2014). And there is Idaho's state-wide My First Books program that will be more thoroughly explored in the remainder of this article.

All of these programs have in common the goal of providing books to children that they keep as their own. The assumption is that when children have greater and easier access to books that are theirs to keep they will want to be read to more by their caregivers, and if they are able to read themselves, they will want to do more independent reading. From this premise, it follows that more reading will occur and the children will become better readers and read more in and out of school. The research exploring the effects of book distribution programs supports both the premise and conclusions.

A review of the recent literature reveals that a host of early literacy indicators improve as a consequence of book distribution programs (e.g., Fong, 2007; Lelle, 2011; Lindsay, 2010; Ridzi, Sylvia, & Singh, 2014; Singh, Sylvia, & Ridzi, 2015). For example, parents involved in book distribution programs report reading more to their children or their children reading more to themselves (Ridzi et al., 2014). They also report their children having greater motivation to read or be read to (Lelle, 2011). And studies show improved reading performance in school when students who participated in book distribution programs are compared to similar students who did not (Lindsay, 2010).

Perhaps the most comprehensive and rigorous review of studies investigating effects of increasing access to print was conducted by Lindsay (2010). RIF contracted with Learning Point Associates to conduct a meta-analysis of such studies. Lindsay (2010) unearthed 108 reports that could be meta-

analyzed. Within these were 27 reports that could be coded as "reports on programs that facilitate children's ownership of print material" (pg. 5). These were studies of programs most like RIF's Books for Ownership program, which is also similar to My First Books, the type of book distribution program focused upon in this paper.

Across eight categories of outcomes (i.e., attitudes, motivation, reading behavior, basic language skills, emergent literacy skills, reading achievement, writing achievement, and other academic outcomes) analyses of the 27 studies in the subcategory of reports on programs that facilitate children's ownership of print material produced moderate effect sizes for attitudes, reading behavior, emergent literacy skills, and reading achievement. A large effect size resulted for motivation and a small effect resulted for basic language skills. There was no effect on writing achievement, and too few studies were available to derive a conclusion for the "other academic outcomes" category (pgs. 45-76).

So overall, book distribution programs that involve children's ownership produced quite positive results across a wide spectrum of measures. These are important findings since any book distribution program requires significant financial and human resources. Knowing that the programs produce positive outcomes helps justify these investments.

Additional Description of My First Books

The Idaho Commission for Libraries (ICfL) is a state agency devoted to supporting Idaho's public and school libraries. The ICfL finds existing programming or develops custom programming and then offers it to public libraries and school libraries by providing resources, support, and training during start-up and implementation. They also support libraries when libraries develop local programming requiring additional external support. Through the years, the ICfL has developed close working relationships with most libraries throughout the very rural state of Idaho. My First Books is one program among a number of early childhood literacy programs run by the ICfL. All of the early childhood literacy programs fall under the heading of Read to Me Programs, of which MFB is one.

As was described above, MFB is a library outreach program so all books are distributed at early childhood care and education sites partnering with their local library. Librarians travel to the sites and conduct a story time and sometimes an activity before distributing the books. A total of nine books are distributed, one each month during the traditional academic year. There are three age groups for book distributions: babies and toddlers, who receive board books; preschool; and kindergarten.

Along with books, families can participate in a free early literacy workshop provided by their local public library, and families also receive a monthly newsletter, The Bookworm, which provides tips and strategies to support early literacy at home. The Bookworms are written by program staff with advanced education and/or library science degrees, and are developmentally appropriate for each of the three age groups. There are no requirements for parents/caregivers to sign up for the program, as is the case with Imagination Library, and every child in a program served by My First Books receives books.

Over the past 20 years, over 303,000 books have been distributed to almost 33,000 children at sites throughout Idaho. Funding for the program is provided by the Institute of Museum and Library Services (IMLS) through the Library Sciences and Technology Act (LSTA), as well as some state funding

specifically appropriated for this program. Since 2008-2009, the program has averaged 25 partnering libraries each year. To readers living in much higher population states, this might sound quite small, but for a sparsely populated state like Idaho, averaging 25 partner libraries a year represents significant reach throughout the state. Idaho has 103 libraries and when branches are included there are 155 locations. Since the inception of MFB, over 83 different libraries have participated, many of these multiple times.

"In addition to providing children with books, a goal of all Read to Me programs is to encourage contact between participating families and librarians to promote local library services" (Read to Me, n.d.). MFB is no exception to this rule. In addition to this goal, the program lists the following more specific outcomes:

1. Participating children increase their access to books by starting a home library.
2. More underserved families have library cards and use the public library.
3. Participating children increase early literacy skills.
4. Parents of participating children increase their knowledge about early literacy.
5. Parents of participating children increase home literacy activities.
6. Libraries strengthen community partnerships.

These goals are mostly the same as those of other book distribution programs, but what makes MFB different is its focus on deeply involving local librarians in outreach efforts to achieve the goals.

Although there is, for the most part, a high degree of consistency in the way the program is administered by local libraries, some variation does occur. Some participating early childhood programs allow the librarian considerable time for the distribution. When this is the case, the librarians oftentimes go "all out" and provide a full story time centered around the book to be distributed with an activity or craft. Of course, not all librarians do this or are given the time, but at a minimum the book being given to the children is read and showcased to build excitement.
Based on program evaluation data, virtually all of the librarians who distribute My First Books enjoy the program and have wonderful stories about establishing strong connections with the children and participating sites. And similarly, nearly all of the programs that partner with the local libraries report having a positive and valuable experience with the program. MFB is a powerful catalyst for positive library outreach that results in numerous new community partnerships.

Local libraries apply annually to the ICfL to participate in the program. Demand is greater than the resources available so some libraries are turned down each year. Application approval is based on the need of the library's community, and libraries that have not yet participated are given priority.

The ICfL provides all necessary training for librarians, selects the titles that will be distributed, and purchases them in sufficient numbers to meet the needs of all participating libraries. All of the books are shipped to and stored at the ICfL in Boise, Idaho which then utilizes a team of volunteers to label each book with a special My First Books sticker. An ICfL staff member packages and mails the proper number of books to each participating library each month. This is a large operation that has been ongoing for many years.

Benefits of My First Books

Ongoing MFB program evaluation research shows that libraries benefit in a multitude of ways including closer ties with existing community partners, establishing new community partners, more visibility in the community, increased circulation, increased attendance at library events, new patrons, and increased awareness of and contact with underserved families. The following quote taken from an end-of-year final report submitted by a participating library brings to life the benefits:

> I felt My First Books has introduced the library to an entire new group of patrons that weren't using the library previously. The kids have been the best free advertisement for all my events this year. Dr. Seuss's party was the biggest party Smithfield (pseudonym) has seen in years (our City Administrator came back into town and saw all the cars and thought there was a national emergency), my Summer Reading enrollment is the highest it's ever been, we are bursting at the seams. My First Books has also helped my partnership with Smithfield Elementary and I have been able to establish a closer relationship with the teachers. Every grade this year came for an end of the year field trip to the library, this has never happened before. I'm finding new wonderful, unexpected benefits every day. Thank you!

Parent surveys are distributed at all participating sites each year. Thus, the information provided here has been corroborated over multiple years and across many different sites. Parents/caregivers were asked a series of questions about their early literacy behaviors with their children. Figure 1 shows response profiles for over 1,500 respondents from several years of the program. The bars represent percentages of "Yes" responses to the prompts.

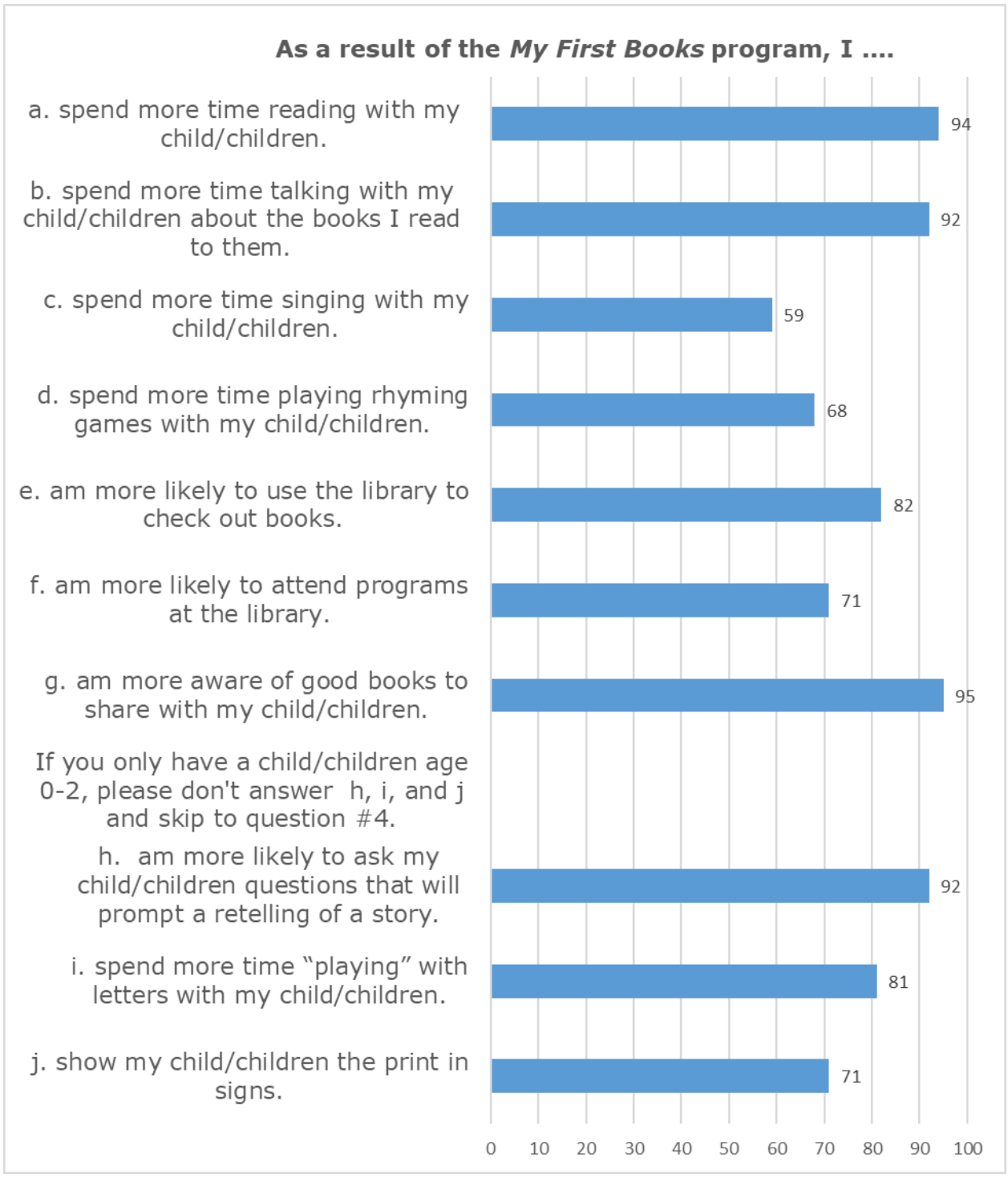

Figure 1: Percentage of "Yes" Responses to Changes in Family Literacy Behaviors

Looking down the list of prompts, in all instances majorities of respondents said "Yes." The prompt "spend more time singing with my child/children" was the lowest at 59% but the rest were 68% or higher, with four items exceeding 90%.

These percentages were corroborated by results from follow-up telephone interviews conducted to find

out what about the program caused these positive changes in behavior and whether the behaviors persisted beyond the nine months of the program. They did persist, according to a large percentage of respondents contacted six to nine months after the program had ended for them. And respondents attributed the long-lasting effects of the program to the children's enthusiasm for the books and the children's excitement about owning them. The quote that opens this article is an excellent example of the responses received.

Also on the written survey, parents were asked to rate a series of items for their usefulness. Recall that along with the books sent home parent/caregivers received The Scoop newsletter that provided timely tips about early literacy. Additionally, some librarians included flyers from their libraries announcing programs and services for children. Thus, parent/caregivers had opportunities to learn about early literacy and their local library each time a book went home. Figure 2 provides the items and the percentages for each response choice.

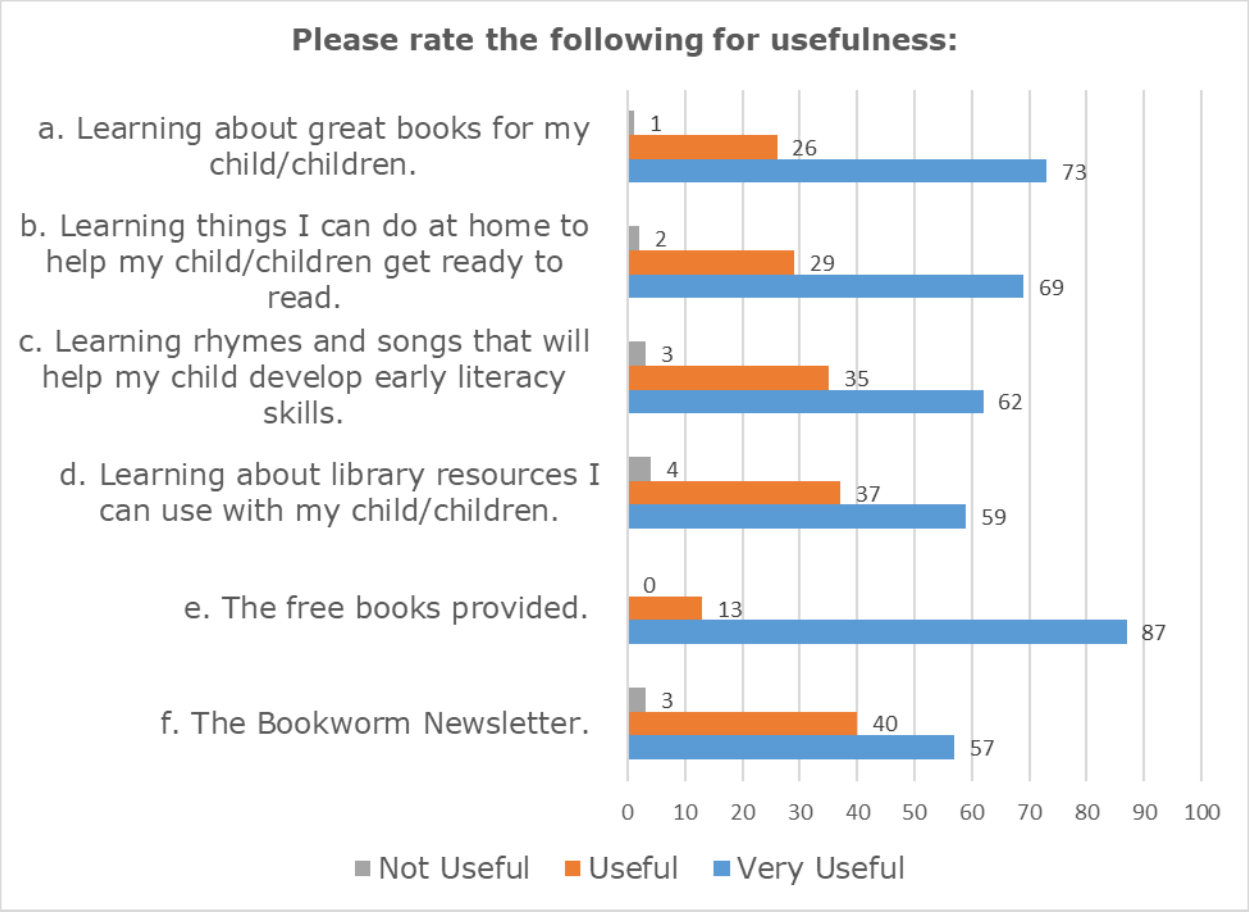

Figure 2: Parent/Caregiver Ratings for Usefulness: Percentage in Each Response Category

"Not useful" responses were negligible for all items. And in most instances "Very Useful" responses far exceeded "Useful" responses. In other words, most respondents found key attributes of the My First Books program very useful. These response profiles were also corroborated by the follow-up telephone interviews which found that up to nine months after the program ended parents/caregivers continued to

be strongly positive about the usefulness of the program, especially about receiving the free books and the high quality of the books.

Along with increasing library awareness in the community, increasing library patronage is an important goal of the MFB program. Parents/caregivers reported on surveys and in interviews that they were more likely to check out books from the library and also more likely to attend library programs as a consequence of MFB (see figure 1). They were also asked on the survey if they had received a library card as a consequence of the program. Over the years, about 10% report getting a library card because of the program, roughly 68% say that they already had one before participating, and 22% say they did not get a library card. Even though 10% doesn't sound like many, when placed in the context of a state-wide program reaching thousands of families each year, the number of people acquiring library cards because of the program is substantial. (Note: As Idaho is highly rural, many families live outside of library district boundaries or outside city limits; thus, there are a number of people and families in Idaho who must purchase a library card, which can cost upwards of $100 annually.)

And finally, the early childhood programs that partner with the local libraries also complete surveys asking them about their experiences with the program and the outcomes they see accruing from it. Large percentages of partners find the program to be positive for them and their patrons. The partners corroborate much of the information provided by the libraries themselves and the parents/caregivers, including increased reading in the home, increased knowledge and awareness of early literacy, increased awareness of the importance of early literacy, increased knowledge of local library programming and services, and the capacity of My First Books to facilitate positive family experiences around high-quality children's books.

Discussion

Parents/caregivers were asked on the parent survey, "Overall, how satisfied were you with the My First Books program?" Eighty-one percent said that they were "Very satisfied" and 19% responded that they were "Satisfied." Not one parent out of over a thousand surveys spanning multiple years reported being "Not Satisfied." This one question encapsulates the popularity and success of the program. To have a program that is state-wide and reaches as many different constituencies as this one and have no one be dissatisfied underscores its popularity and the consistently high quality of its delivery. In short, My First Books is a powerful library outreach program that produces stellar results.

The results of the program evaluation align quite well with those found from evaluations of other book distribution programs involving ownership by children. Increased reading in the home occurred. Children became excited about books and reading and their parents/caregivers were pleased with this. Pride of ownership was a common occurrence, and for families of limited means the My First Books were sometimes the only books in the home.

All participating libraries were required to complete end-of-year reports. In these were found wonderful anecdotes that provide voice for what has been discussed thus far. Following are some examples:

> The children took their books and Bookworms right after we read to them and put them into their backpacks to take home. One of the boys said, "I put my book in my library at home." I asked him if he had lots of books in his library and he replied, "No, I just have the books you give

me." There is no bookstore for about 100 miles and many families just can't afford to buy books in our depressed community. The books meant a lot to the children.

I had one little girl tell me that she had set up a special shelf in her room for her own books. She was so excited that the books were hers and that she had her own library in her room.

More than one child told me [a classroom teacher] that it was the only books they own. This is the beginning of a home library for my students. One little girl in my class reads her books to her unborn baby brother. She is proud of her reading and loves sharing her books with all.

I was at a restaurant with my family when one of the Head Start kids came in and when he saw me he started yelling, "That's Melissa! That's the lady that reads to us!" It was very cute!

A child approached me in the grocery story, parent in tow, telling mom that I was the book lady. "She gives us the books, mommy." The mother thanked me and told me her child is so excited to own her own books now. She said that they had to read at least two or three books before bed; her child had never been into reading before.

One of my favorite comments from a parent was that with having these books brought home to keep, the mom was able to read the story to all of her children and work with all of them on the skills she had learned in the ECRR [Every Child Ready to Read] class. She also really appreciated the helpful hints in The Bookworm that she could use along with each book. She wanted to know if she could subscribe to The Bookworm and if there was another version for younger children.

After our Family workshop we have one family who now comes to the library almost every day. I had not seen them in the library before this event. They are excited to check out books and read them together. They loved the activities so much. I also have children from the pre-school that now come up to me at the library and give me a hug or say hello to me.

One little boy said to me [librarian], "I have been waiting for you ever since I woke up this morning."

Conclusion

The anecdotes underscore numerous important outcomes of the My First Books program. For example, they attest to:

- The power of providing children and families access to and ownership of high quality children's books. This access facilitates more reading in the home not just for the target child who received the books but also siblings;
- The power of book ownership to instill pride in the child and motivate them to read;
- The large amount of positive exposure the program provides libraries and librarians; and
- The importance of knowledge and resources about early literacy development for parents/ caregivers.

And there is another important outcome of this program that has not been discussed. Adkins and Bala (2004) found a significant relationship between the number of librarians on staff and the odds that a library would conduct outreach. They said, "The number of librarians employed by a library was a powerful predictor of the likelihood of outreach" (p. 347). In other words, the more librarians on staff, the more likely outreach was to occur. This relationship, however, may not hold in Idaho when it comes to the My First Books program.

In rural Idaho, most libraries have minimal staff, which according to Adkins and Bala would predict low amounts of outreach. Of the 83 total libraries that participated in MFB over the years, only 30 of them could be considered to have something more than minimal staff. Yet, My First Books is embraced by Idaho librarians and thrives year-after-year even though in many small Idaho libraries it is nearly impossible at times for staff to conduct outreach that requires time away from the library during open hours. Thus, an organization like the ICfL becomes critically important to the capacity of local libraries to conduct meaningful outreach. And the My First Books program appears to be ideally suited for this purpose and here is why.

As has been described, the ICfL delivers this program, as well as other outreach "turnkey" programs, to local libraries. Importantly, once the My First Books materials arrive, what the local librarians have to do to operationalize the program closely aligns with what they do day-to-day in their libraries. They have to schedule the book distributions with their partners. These schedules can be done well in advance of the actual distributions. A matter of fact, a nine-month schedule can be established first thing in the fall so that librarians know exactly when they will have to be away from the library to conduct a distribution and can thus establish their schedule, get necessary approvals from superiors, and if needed set up fill-in help in the library while the librarian is away. They can also adjust the distributions so that they take just the amount of available time the librarian has. And perhaps most importantly, what the librarians do during the distributions is quite similar to what they do in their own bricks and mortar libraries. That is, they talk about wonderful books, provide story times, and communicate a love for books and reading and the power of libraries and librarians. In other words, My First Books does not require librarians to do something that is new or out of the norm for them, and thus the program requires minimal training and a finite and controllable amount of time.

In closing, librarians regularly talk about the ease of program implementation in their end-of-year reports, providing evidence that MFB facilitates local outreach that otherwise might be seriously constrained by a shortage of local resources. We believe, and program evaluation data supports our belief, that this is one of the most important reasons for the success and popularity of the program. My First Books simply fits libraries of all sizes.

References

Adkins, D., & Bala, E. (2004). Public library outreach as a function of staffing and metropolitan location. *Library and Information Science Research, 26*(2004), 338-350.

Arquette, C. (2014). How a concerned citizen developed a free book distribution program. *Illinois Reading Council Journal, 42*(3), 16-19.

Fong, G. (2007). A report on Hawai'i's Imagination Library Program. Retrieved from https://usa.imaginationlibrary.com/medias/file/Hawaii%20Research%20Survey.pdf

Idaho Commission for Libraries. (n.d.). Our mission. Retrieved from http://www.libraries.idaho.gov/landing/about-usImagination Library. (n.d.).

Making a difference. Retrieved from http://imaginationlibrary.com/

Lelle, M. (2011). Imagination Library annual evaluation report: A project of Willard Library funded by the W. K. Kellogg Foundation. Retrieved from https://usa.imaginationlibrary.com/medias/file/Imagination%20Library%202011%20Evaluation%20Report.pdf

Lindsay, J. (2010). Children's access to print material and education-related outcomes: Findings from a meta-analytic review. Retrieved from https://static1.squarespace.com/static/5731ee0840261d67c7155483/t/5767517d29687f6102b04f75/1466388897631/Lindsay_Children%27s+Access+to+Print+Material+and+Education-Related+Outcomes_2010.pdf

Reading is Fundamental. (n.d.). Impact. Retrieved from https://www.rif.org/impact

Read to Me. (n.d.). My First Books. Retrieved from http://libraries.idaho.gov/landing/my-first-books

Ridzi, F., Sylvia, M., & Singh, S. (2014). The Imagination Library Program: Increasing parental reading through book distribution. *Reading Psychology, 35*, 548-576.

Singh, S., Sylvia, M., & Ridzi, F. (2015). Exploring the literacy practices of refugee families enrolled in a book distribution program and an intergenerational family literacy program. *Early Childhood Education Journal, 43*, 37-45.

Smucker, R. (2009, June/July). Access granted: First Book puts millions of new books into hands of communities in need. *Reading Today*, p. 19.

Call for Submissions and Author Instructions

Leadership in Librarianship is the focus of the Spring 2018 issue of PNLA Quarterly. We invite library practitioners, students, and educators in the PNLA region (Alaska, Alberta, British Columbia, Idaho, Montana, and Washington) to submit articles that deal with any aspect of Leadership in Librarianship in our profession, including (but not limited to) training, best practices, ethical issues, practical concerns, staff development, and planning. Articles may be theoretical, research-based, or practice-focused.

The deadline for submissions to pqeditors@gmail.com is March 31, 2018.

Authors are asked to:

- Submit manuscripts of between 1,000-6,000 words electronically in Microsoft Word file format;
- Use Times New Roman 12 point font and 1.15 spacing;
- Adhere to guidelines in the 6th edition of the Manual of Style of the American Psychological Association (APA). This rule applies in terms of format and references;
- Obtain any necessary written permission to use copyrighted material, and to pay any and all relevant fees. Appropriate credit should be provided in the manuscript;
- Submit original work that has not been previously published and is not under consideration for publication in another journal;
- Contact the PQ editors at pqeditors@gmail.com with any questions regarding these instructions, the publication process, schedule, or the appropriateness of a proposed article topic.

PNLA Quarterly is an open access journal. In that spirit, PQ authors retain the copyright to their works. PQ facilitates the distribution of its authors' intellectual property in a professional manner to enhance the process of scholarly communication, and to advance the sharing of information in and beyond the library profession and the PNLA region.

As PNLA Quarterly moves toward re-implementing the peer-review process for selected sections of its content, we invite library professionals in the region to serve as peer reviewers. Please contact the PQ editors at pqeditors@gmail.com if you are interested.

ISSN: 0030-8188