The April-June 2010 issue of *Newspoke* included an article by Sylvia Burns about the book *Chasing the Dark: Perspectives on Place, History and Alaska Native Land Claims* (which I edited [Pratt 2009a]). While that article was in preparation, I was contacted several times with questions concerning the unique set of records on which the book is based: i.e., the "ANCSA 14(h)(1) Collection," which is managed by the Bureau of Indian Affairs (BIA). Those exchanges ultimately led to a request that I write an article for *Newspoke* describing selected problems and challenges involved with the management of this collection (a subject in which members of the Alaska Library Association would presumably have high interest). I agreed to do so, but insisted that my article would avoid repeating previously published information. Thus, readers should consult *Chasing the Dark* (see especially Pratt 2009b) and/or other published works cited below for additional context related to issues discussed herein.

The challenge of managing the ANCSA 14(h)(1) Collection is complicated by a broad array of issues, only a few of which are addressed in this article. They correspond with the following headings: The Record Collectors; Access Limitations; and Records Processing Considerations. Readers should understand that my comments on these matters are necessarily abbreviated; each is more complex than this article might suggest.

**The Record Collectors**

The vast majority of records contained in this collection were generated by ANCSA 14(h)(1) Program staff. During the first decade of its implementation, however, most program...
LETTER FROM THE PRESIDENT

David Ongley

My AkLA directory is an indispensable tool in my day-to-day work life. I keep it beside my phone and rare is the day that I don’t pick it up, look up a number and call someone. Practically every librarian in the state is listed in the directory. I look at those names—many I know, but many more I don’t. I suspect that quite a few of our members also don’t know some of the people behind the scenes in AkLA who really make things work. Allow me to introduce you to three of our more vital officers. Perhaps you already know them. Perhaps you’ve only heard of them or seen their names in the directory.

Elise Tomlinson is the AkLA webmaster. Elise is currently serving as Interim Director of the Egan Library at UAS. Previously she was the Instruction Librarian there. The phone message on her number listed in the directory states that she is still taking care of the instruction duties. Elise has been the caretaker of the association’s website since about 2002. She also develops the framework for each conference website and maintains websites for the Egan Library and the Friends of the Library. She is on the AkLA Social Networking Committee and has set up the AkLA presence on Facebook and Twitter. Links to our social networking accounts can be found on our website. Recently she’s also picked up the assignment to handle the various association listservs.

Originally from Nebraska, Elise came to Alaska right out of high school and began working in the UAA library as a student. She’s also worked at Loussac Library before going on to library school at the University of Hawaii. She most enjoys working with the design aspect of web pages, colors and fonts. This is not surprising since in her spare time she is a master artist. Have a look at her own website: http://www.elisetomlinson.com/. Some amazing work! The most difficult aspect of her job is knowing that she’ll
never be able to please everyone. Elise sees the need for more input from the website’s users. She would like to hear about problems or changes that are needed

Loretta Andress is our Newspoke editor. I think I have met this mystery woman once in the last 15 years. Otherwise we communicate by email. Using my handy directory I finally called her on the phone the other day to interview her. Loretta was born and raised in Anchorage—her father first came to Alaska in 1938 seeking work, served in the

library under Elizabeth Carroll while a student there in the late 60s and eventually for almost 30 years at UAA’s Health Sciences Library. Each quarter she begins to wonder if enough material will be sent in to produce anything more than a four-page newsletter. Somehow our members always come through, and the paper is usually in the 16 to 20 page range.

One problem, although laughable, is meeting the printer’s requirement for number of pages in multiples of four: if she has enough information to fill 17 or 18 pages, how to contract or expand it to 16 or 20 pages? Of Newspoke, she especially enjoys Patience Frederiksen’s Book Buzz section, in which contributors write brief reviews of interesting books they’ve read.

She’s been producing four issues a year for about the past ten years. It’s actually more work now that we’ve gone digital since she prepares both a color copy for on-line and black and white for printing.

Loretta worked at the Alaska Methodist University

(Cont. from pg. 2)

Never be able to please everyone.

(Cont. on pg. 4)
Loretta hasn’t made many changes to the basic layout and format of the newsletter since she started working on it—added some graphics and more photos. She’s kept a paper copy of each issue she’s produced. However, if you are missing a copy, you can access the AkLA website http://www.akla.org/newspoke/index.html for replacements—at least those that are in PDF format. Although Loretta has been retired from the work-a-day world of libraries for some eight years now, she has no desire to give up working on *Newspoke*.

She feels the newsletter could be improved with the help of an assistant who is more tuned in to the world of the local librarianship fast lane to bring in more timely stories and information. “With so much information traveling so quickly electronically, it’s somewhat difficult to maintain the relevance of a document still basically designed as a print newsletter. *Newspoke* is really prepared more for appearance than for ‘quick send,’ but that’s also it’s advantage—photos, graphics...”

Our Executive Officer is Mary Jennings. Many of you probably know Mary. She is at every one of our conferences and is perhaps the most pleasant and patient person you’ll ever meet. For the past quarter century or so, Mary has been indispensable to our organization.

When I first met her in the mid-90s, she was working for the State Library in Anchorage. She got me through my first few rounds of Public Library Assistance grants. And then she retired. As a measure of Mary’s contributions to AkLA, in 1999 she was presented with our most distinguished award, that of honorary lifetime membership. However, instead of disappearing from libraryland, she became much more visible.

The association was struggling with how to accomplish all the work that needed to be done. It was decided that a part-time executive officer was needed. Mary stepped up and was hired into the newly created position. Mary’s institutional knowledge is huge. Whenever I need to know something about an AkLA policy or membership issue or a particular conference question, I ask Mary. She always knows the answer.

She began her career in libraries as a library assistant in the children’s department of the Helen M. Plum Memorial Library in Lombard, Illinois around 1970. She arrived in Juneau in March 1974. Her first job in Alaska was as an Interlibrary Loan Clerk at the State Library.

Mary has been an AkLA member since 1974. “My first month at the State Library, I was invited to the local Juneau Chapter meeting and given the job of Exhibits Co-Chair for the AkLA Conference. They certainly didn’t waste any time in getting me involved. I’ve spent my Alaska career working for the State Library and have been Executive Officer since 1999, when I retired from the State Library. I was Interlibrary Loan Clerk 1974-1975; Library Services for the Blind and Physically Handicapped, Clerk; Library Assistant, Librarian 1975-1984; Film and Video Library Librarian 1984-1990; Grants Administrator 1990-1999.

(Cont. on pg. 18)
AKLA JADE GAVEL FINDS A NEW HOME

As her last official duty as AkLA President at last year’s Anchorage conference, Mary Jo Joiner approached newly-elected President David Ongley and presented him with the beautiful jade gavel and striker used by every president since 1977. What was supposed to be a profound moment filled with tradition and meaning turned into several minutes of hearty laughter when David looked at the tattered and torn bright red REI zip-top bag and said “THAT’S what we keep the gavel in?”

The jade gavel and striker were tenderly wrapped in an ancient orange plaid dish towel (or possibly a placemat) and stored in an REI bag with a broken zipper and a rather funky odor. The bag itself became the focus of the event. “We have to do better than this!” the president said, and AkLA Secretary Joyce McCombs agreed. “Does anyone have an idea?” asked David. Joyce responded that she knew a wonderful woodworker in Delta Junction who made birchwood briefcases and perhaps he’d make a miniature version for the gavel. David and Joyce agreed to split the cost as a donation to AkLA—after all, past president Isabelle Mudd had donated the jade gavel in 1977, and it certainly deserved a better container.

Several weeks later, and just in time for Face-to-Face E-Council in September in Anchorage, Harold Stock of Stock’s Custom Cabinet Shop in Delta Junction delivered the birchwood case, complete with fitted green felt lining, brass “feet” to protect the case, and brass handles and corners. Joyce brought it to the meeting and David unveiled it to the E-Council at the start of the meeting. Everyone heartily approved and discussion followed about what to do with the old REI bag—after all, it was historic! David came up with the idea to auction it off at the next AkLA Conference in Juneau. He was convinced conference attendees would bid big bucks to own an authentic piece of AkLA memorabilia, not to mention the historic stains on the orange plaid dish towel! Everyone agreed this was a fine idea, especially since all proceeds will support the AkLA Scholarship fund. Be sure to check out the bidding action at the AkLA silent auction in Juneau; you could take home a beloved REI broken-zipper bag filled with history (and a rather funky odor.)

Joyce McCombs, Director
Delta Community Library

NEW AND OLD

NEW

David Ongley
employees had little or no prior experience performing the work required—particularly certain tasks that took place in remote field locations across Alaska. Worse still, many of these people were supervised by individuals who, although usually older, were similarly under-qualified and therefore not able to serve as effective mentors. I will illustrate this problem with one example. There was no requirement for an employee (or his/her supervisor) to have demonstrated skills or practical experience in cross-cultural communication before being entrusted with conducting or directing oral history interviews with Alaska Native elders. Most of the elders interviewed either did not speak English or did not speak it well, and interviewers also did not speak the elders’ languages. This meant the majority of interviews required interpreters; unfortunately, in many cases the only available interpreters were several generations younger than the interviewees. In such instances, interpreters often had difficulty understanding certain words and phrases spoken by their elders, and became "lost" (due to their comparatively limited knowledge of the local landscape) in narratives that were geographically focused on long-abandoned village and camp sites or that simply contained an abundance of Native place names. This combination of factors resulted in numerous problems affecting Cup'ig Eskimo elder Jack U. Williams, Sr. (left) and interpreter Hultman Kiokun (center) help Robert Drozda record place names in the interior of Nunivak Island from the summit of Ing'errlag (USGS Mt. Roberts), the island's highest point. View to east; July 1991 (Courtesy Kenneth L. Pratt).
Edward W. Nelson’s (1899: Plate LXXXII) “Winter View of Razbinsky,” January 1879 (Reprint courtesy Smithsonian Institution). *Anqercaq* is the correct name for this site, the largest Yup’ik Eskimo village on the lower Yukon River at the time of Nelson’s visit. Pursuant to ANCSA Section 14(h)(1), Calista Corporation applied for *Anqercaq* as a Native historical place; however, a 1982 ANCSA field investigation determined that it had been entirely destroyed by water erosion sometime prior to 1950.

This scenario also applies to other components of the program's implementation (e.g., field methodology, site interpretation, report content and format standards, records management), and to learning how to most effectively deal with legal and political objections tied to specific ANCSA 14(h)(1) cases. The learning curve in some of these areas was steep and further exacerbated by high annual turnovers in both office and field staff. For all of these reasons, implementation of the ANCSA 14(h)(1) Program has followed a very meandering path, with many mistakes made and hard lessons learned along the way. It has truly been an evolutionary process, a fact that becomes readily apparent to anyone who seriously delves into the records collection.

**Access Limitations**

Details about the number and types of records that comprise the ANCSA 14(h)(1) Collection are provided by O'Leary, et al. (2009). The records are split between two repositories (as
noted in the aforementioned issue of Newspoke), but management oversight for all of them lies with the BIA ANCSA Office—which also holds the largest share of the records. The ANCSA Office is not a library, and records contained in the ANCSA 14(h)(1) Collection are not available for loan.

The potential for program records to include sensitive information that must be (or arguably should be) restricted from public access for legal, ethical or cultural reasons is the foundation of our policy that requests for access to and use of these records must be evaluated on a case-by-case basis. This does not mean program records are unavailable; in fact, copies of certain records have been provided to numerous researchers or other interested parties. Since program records are not available electronically, individuals interested in accessing them usually must make a personal visit to the ANCSA Office (which is located in Anchorage); and all such visits must be scheduled in advance. Our present space configuration is such that there is never more than one work-table available for visitors to use, and sometimes none. Also, the records collection is housed in a secure room, keys to which are held solely by ANCSA staff—the two members of which are the only persons authorized to provide access to the collection. In other words, when no one on the staff is in the office there is no access to program records. (The situation is the same with respect to accessing ANCSA 14(h)(1) records housed at the Alaska and Polar Regions Department in the Archives of the Rasmuson Library, University of Alaska Fairbanks [UAF]. There is just one ANCSA staff person at that repository.) An outstanding request to increase the size of the Collections Room in the BIA ANCSA Office has not yet borne fruit. Existing space limitations have impacted more than just access to and use of the records by non-staff: e.g., they have also necessitated moving (as a "temporary loan") one component of the collection to the UAF repository and caused overcrowding in file cabinets holding original paper records (e.g., site reports, field notes, oral history documents, program correspondence, and photographs). The paper records only fit in our existing space thanks to the purchase of a large, floor-to-ceiling storage unit comprised of five revolving, two-sided cabinets. Each of the five cabinets has a storage capacity equivalent to 14 drawers in standard vertical file cabinets.

Finally, some years ago an engineering analysis of floor-load limits in the (BIA-leased) building which houses the ANCSA Collection forced the ANCSA Office to remove 12 fireproof file cabinets it then owned and replace them with lighter, non-fireproof cabinets. The historical value and irreplaceable nature of these records—and their official designation as a U.S. Department
The Native cemetery at Montana Creek contains the graves of ten members of the Stephan family, including Wasilla Stephan—a prominent person among the Upper Cook Inlet Dena'ina. The graves date from ca. 1920-1970 and are a transitional form: i.e., each is covered by a "spirit house" (reflecting traditional Dena'ina beliefs and burial practices) with a three-bar cross attached at its foot (expressing influences of the Russian Orthodox faith). View to northwest; June 1980 (ANCSA 14(h)(1) Collection [Photograph by Linda Medlock]).

ExCEPT FOR THE PHOTOGRAPHS, EVERY MAJOR COMPONENT OF THE ANCSA 14(h)(1) COLLECTION IS ALSO REPRESENTED BY AN ELECTRONIC DATABASE (USING ACCESS SOFTWARE). VARIABILITY IN THE DEGREES OF PROCESSING COMPLETED FOR THE INDIVIDUAL RECORDS WITHIN GIVEN COMPONENTS MEANS THAT SEVERAL OF THE DATABASES ARE EITHER NOT COMPLETE OR NOT UP-TO-DATE. THE DATABASES ALSO ARE NOT YET RELATIONAL SO, ALTHOUGH THEY DO SERVE AS PARTIAL FINDING AIDS TO THE COLLECTION, THEY ARE PRIMARILY FOR IN-HOUSE USE. THE INCOMPLETE STATUS OF THESE DATABASES MEANS THAT LOCATING SPECIFIC RECORDS WITHIN THE COLLECTION CAN BE A TIME-CONSUMING TASK; BUT THIS PROBLEM IS MITIGATED SOMEWHAT BY THE FACT THAT THE OVERALL COLLECTION IS EXTREMELY WELL-ORGANIZED.

AS THE PRECEDING COMMENTS IMPLY, IT IS NOT ACCURATE TO CHARACTERIZE THE ANCSA OFFICE AS AN ARCHIVES OR RESEARCH CENTER—EVEN THOUGH IT HOUSES INCREDIBLY VALUABLE, ARCHIVAL-TYPE RECORDS AND IS ALSO A LOCATION AT WHICH RESEARCH CAN BE PERFORMED. IT IS INSTEAD A FULL-TIME "WORKING OFFICE" WHICH EXISTS TO SATISFY BIA'S MANDATED RESPONSIBILITIES PERSUANT TO ANCSA SECTION 14(H)(1). STAFF WORK PRIORITIES ARE ACCORDINGLY FOCUSED ON TWO MAIN TASKS: (1) CONDUCTING BACKGROUND RESEARCH ON AND FIELD INVESTIGATIONS OF PENDING SECTION 14(H)(1) SITE APPLICATIONS; AND (2) COMPLETING THE ASSOCIATED SITE REPORTS AND ELIGIBILITY DETERMINATIONS. THIS WORK IS CRITICAL TO MOVING THE ANCSA LAND CONVEYANCE PROCESS FORWARD.

(Cont. on pg. 10)
Records Processing Considerations

Processing of program records is an ongoing task that is essential to developing the collection's historical contexts, maximizing its future usability, and identifying any sensitive items it may contain. No part of the collection is more difficult to work with than the oral history records, which are also the most highly sought by researchers and other interested parties. Since most oral history interviews were bilingual and less than half of them have been fully translated and transcribed, a significant amount of the information contained in this component of the ANCSA collection remains trapped in the tape recordings. Frankly, the prospects for obtaining full translations and transcriptions of these tapes are not very hopeful (cf. Pratt 2004:149-150). Those which have been (or are being) produced require tedious, critical reviews by ANCSA program staff before they can be considered final. The main objectives of these reviews are to ensure that the names of interview participants are correct and that all possible site/place name correlations have been made (and are also accurate). The latter point underscores the extensive, highly detailed, historical and geographical knowledge possessed by ANCSA staff for some regions of Alaska. Such knowledge is a consequence of years of direct work experience on the ANCSA 14(h)(1) Program.

Another serious problem that recently surfaced in this area concerns Alaska Native transcriptions of English-language portions of oral history interview tapes. In effect, it has become apparent that some transcribers pay far less attention to the English contained on these tapes than they do to the Native-language portions. The end result is the discovery of transcription errors serious enough to require ANCSA staff to perform line-by-line transcript reviews while simultaneously listening to the subject interview tapes. This dilemma has no easy solution. It is essential that the Native-language portions of these tapes be translated and transcribed whenever such opportunities arise. It is extremely difficult to find fluent Native language speakers who are also trained in the current orthography of their language—not to mention interested in and available to do translation and transcription work. While it is also true that correcting errors in the English-language portions of transcripts is a much easier problem to solve, it does not make the associated work any less frustrating or tiresome.

Much of the processing work still to be accomplished with the ANCSA 14(h)(1) Collection is heavily reliant on the institutional knowledge of the program staff; in fact, it is absolutely essential to trouble-shoot and/or explain many of the problems that crop up when working with these records. This remark is applicable to every records component within the collection, at both the Anchorage and Fairbanks repositories. The staff is now comprised of just three individuals, but they have more than 80 years of combined work experience on the program. Due to their collective familiarity with the voices and printing/handwriting of many past program employees, the staff is frequently able to identify “unknown” individuals on oral history tape recordings and the authors of written records that lack specific attributions. When particularly difficult records mysteries are encountered they can also contact past program employees for potential assistance in finding the solutions. The trio’s knowledge of changes through time in program policies, field methodologies, staffing strategies, and official positions relative to site significance evaluations and eligibility determinations is crucial to explaining the context of many program records. Each member of the present staff is an original collector, active organizer, and long-time and continuing user of the collection. Thus, in the absence of a comprehensive topical index for the collection, institutional knowledge is also the most valuable tool available for locating data contained therein about specific topics in Alaska Native history or the history of Alaska.

In closing, one major downside to the vital importance of institu-
What's new in cataloging? Big on the cataloging lists these days is discussion of Resource Description & Access (RDA) and its eventual replacement of AACR2. What is RDA? The RDAToolkit web site (http://access.rdatoolkit.org/) describes it as a standard "designed for the digital world and an expanding universe of metadata users. RDA: Resource Description and Access is the new, unified cataloging standard—an evolution of the cataloging principles from AACR2, with rules carried over or adapted to the RDA model. Benefits of RDA include:

* A structure based on the conceptual models of FRBR (functional requirements for bibliographic data) and FRAD (functional requirements for authority data) to help catalog users find the information they need more easily
* A flexible framework for content description of digital resources that also serves the needs of libraries organizing traditional resources
* A better fit with emerging database technologies, enabling institutions to introduce efficiencies in data capture and storage retrievals."

Along these lines, Alaska catalogers are happy to welcome Adam Schiff, Principal Cataloger at the University of Washington Libraries in Seattle, to our 2011 RDA Examples Groups created by the Joint Steering Committee for Development of RDA to provide the examples included in the text of RDA.

Adam will present "Changes from AACR2 to RDA: A Comparison of Examples" on Friday, February 18, 2011, 4-6 p.m. This 2-hour time slot will allow for questions at the end of his presentation. Please mark your calendars for this important presentation, and we’ll see you in Juneau!

Rose Welton, Vice-Chair
AkLA Cataloging Roundtable
The 2008 OCLC report From Awareness to Funding recommends branding libraries as "transformational...capable of changing and enriching people's lives." It also cautions that you can't simply take the word “transformational” and apply it to your library. These deep rooted and personal experiences can only come from unique services that impact the individuals in your community on a fundamental level.

The Petersburg Listening Project (listeningprojectpsg.wordpress.com) was launched in the fall of 2009 thanks to an Interlibrary Cooperation Grant from the Alaska State Library. The purpose of the Listening Project was to collect stories from our community that celebrated our rich ethnic mix that includes Norwegians, Tlingits, and many newcomers from across the globe. The intention of the project was not just to preserve the history of our town, but also to express our diversity, realize the connections between community members, and promote understanding through listening to one another. We sought out community members from all cultures and ethnic groups to share their stories. By collecting a wide range of stories, we found common ground. As the Listening Project took shape, it quickly became clear it was deeply transformational for participants, in a way no other library program had been.

Some of the stories are told by elders about Petersburg’s past, but the focus of the Listening Project is wide, inviting all ages and ethnic groups to participate and tell their stories. The goal was not only to have participants listen to one another during the interview itself, but to have the whole community listen and appreciate the stories of our residents. We achieved this by making the interviews available online and broadcasting excerpts on KFSK public radio. Listening Project excerpts were aired three times every Monday following each news broadcast. It was estimated that one-third of our community would be tuning in at that time.

We gathered a diverse range of stories ranging from the sobering experience of one local resident from Cambodia who escaped the Khmer Rouge, to the charming tales of the Short brothers, now in their 80s, who shared their experiences growing up in and around Petersburg. Petersburg’s own ‘purple librarian,’ Ruth Sandvik, told of climbing Petersburg.

"Listening to the many stories of others in our community enlarges our sense of the whole community sharing a common history...these stories enliven and enrich our sense of community."

Polly Lee, Petersburg Listening Project participant

(Cont. on pg. 13)
(Chapter News - Cont. from pg. 12)

Mountain at age seventy-nine with her family, and doing Tai Chi at the top while another participant told about being a child during the blackouts in town right after Pearl Harbor, when they all expected the Japanese planes to appear at any minute to strafe the town.

Participation was slow at first. We encountered people’s fears of being recorded and heard on the radio. While some leapt at the opportunity, many first waited and listened to the stories on the radio. After they’d heard their friends and neighbors, they gathered the courage to come forward. Interest in the project quickly gained momentum, thanks to our weekly marketing efforts and word of mouth. We soon found ourselves with a long list of willing participants. By August 2010, 88 people had participated either as interviewer or interviewee.

We have been overwhelmed with the success of the Listening Project and its impact on the community. It is, with little doubt, a truly transformational experience not only for participants but for a broad cross-section of the community that have heard excerpts on the radio. According to one participant “it displays the diversity of Petersburg…[and] increases respect for others.” The Listening Project has also significantly raised the profile of the library in the community. With the staff expertise and framework in place, the library will continue recording stories on a limited basis. Our goal is to proceed with the Listening Project as a living archive that will grow and thrive as an evolving portrait of our community.

Tara Alcock,
Petersburg Public Library

(Cont. on pg. 14)
MOUNTAIN VIEW LIBRARY GRAND OPENING, SEPTEMBER 25, 2010

Dignitaries and local kids cut the ribbon to open the new library to the public.

Guests try out the library’s new computers.

Clare Stockert
Anchorage Public Library
Agate, by Joy Morgan Dey, illustrated by Nikki Johnson, 2007. This fantastic children’s picture book answers the question: “What good is a moose?” with text and simple paintings in bright colors. I especially liked it because the moose did NOT have the long cow/lion looking tail that many artists put on their moose creations (showing that they have not done their research into what a moose really looks like). Through the rhyming words, one learns a variety of gems, feeling, and self-worth. A great book for ALL ages! I’m giving a copy to my granddaughters for Christmas. (Terri Burdick, Soldotna Public Library)

Confucius from the Heart, by Dan Yu and Esther Tyldesley, 2009. If you’re interested in how a philosophy can be embraced by emperors and commissars alike, this book is for you. If you have a yen to do some comparative spirituality, check this out. Confucius from the Heart is an accessible, plain English explanation of life guidance that is taken seriously by most of China’s billion plus population. And it has great one-liners, too. (Daniel Cornwall, Alaska State Library)

Counter Culture: The American Coffee Shop Waitress, by Candacy A. Taylor, 2009, is a book of interviews with waitresses who have spent their lives working in coffee shops or diners. These women walk between 8 to 10 miles a shift, love people, and love what they do. They have their “regulars” who tip them well. This is a fun and fascinating book to read. (Ellen Borders, Haines Borough Public Library)

Anna Karenina, by Leo Tolstoy, 1877. Get back to a classic, give it a try. If you need some inspiration to try Tolstoy again, first watch The Last Station starring Christopher Plummer and Helen Mirren. That’s what prompted me to reread Anna Karenina, and I am so glad I did. A summary of this novel usually hangs the adultery tag on it, but it’s really so much more—beautiful narrative, psychologically complex characters, social change…and it’s great to have a deep reading experience with a good old-fashioned hefty book to counteract the shortened digital reading life one is usually involved in. (Karen Keller, Anchorage Public Library)
Eye of the Red Tsar, by Sam Eastland, 2010. Fascinated by Russia? Intrigued by the fate of the Romanovs? Enjoy mysteries? If you answered yes to these questions, then you will enjoy this book which traces the personal history of Pekkala, the Finnish spy for the last tsar who must decide whether to become a spy for Stalin, the Red Tsar. A very fast read. Now if only I could figure out who the author is actually, I would be tempted to read his other books. (Patience Frederiksen, Alaska State Library)

Leviathan, by Scott Westerfeld, 2009. YA-Grade 7 and up. A steampunk adventure that re-imagines the era right before and during World War I. Sounds like something you wouldn’t be interested in, nor would your middle school or high school students... but think again. Conflicts escalate between the Clankers—those who put their faith in machines and the Darwinists—those who put their faith in the natural world and the development of new species. As the two sides head towards war, Prince Aleksandar Ferdinand, a Clanker and the son of the recently assassinated Archduke Franz Ferdinand and his wife, and Deryn Sharp, a young woman disguised as a boy as she trains to be an airman with the British Air Service, keep the story moving along. Their paths collide when the Darwinist airship crash lands in Switzerland. (Jacque Petersen, Alaska State Library)

Sex at Dawn: The Prehistoric Origins of Modern Sexuality, by Christopher Ryan and Cacilda Jethá, 2010. Everything we think we know about “natural” sexuality is wrong, say the authors. Their thesis is that monogamy is not humanity’s “natural” state: we evolved in small, fiercely egalitarian tribal units where property and paternity were not concerns. In such groups, people enjoyed multiple sex partners as a way (unconsciously, I’m guessing) of solidifying community ties. The authors confess they don’t know what we *do* with this knowledge. Nor do I. (Paul Adasiak, Eimer E. Rasmuson Library)

Fish, by Gregory Mone, 2010. YA Ages 9-12. How does an impoverished boy from an Irish family farm end up as a swab boy on a pirate ship called the Scurvy Mistress? Sea battles, treasure, and mutinies fill the pages of this newest entry into the pirate adventure genre. Fish is a character who will appeal equally to boys and girls looking for an adventurous tale. (Jacque Petersen, Alaska State Library)
Still Alice: A Novel, by Lisa Genova, 2009. I recently finished reading Still Alice, a book written by a woman with a Ph.D. in neuroscience from Harvard University. It’s about a woman, Alice Howland, a cognitive psychology professor at Harvard and a world-renowned expert in linguistics. She’s married with three grown children, has a highly fulfilling professional life, she’s in shape, and she’s only 50. However, her entire life begins to fall apart when, after jogging the same route for years through Cambridge, she can’t remember how to get home. Her other symptoms are those shared by all of us over a certain age: forgotten words, forgotten names, and forgotten appointments. Alice Howland’s diagnosis of early onset Alzheimer’s disease encompasses a story that’s hard to read and hard to put down. While the subject is difficult, the book is written with a sensitivity which must be attributed to Dr. Genova’s background. Like most of us, I read a lot, but I’ll remember this book and Alice. (Kathleen Wiechelman, Ketchikan Campus Library)

Zeitoun, by Dave Eggers, 2009. This is a simple narrative of a Syrian immigrant who decides to stay in New Orleans during and after Hurricane Katrina to watch over his business and house and of his American wife who leaves the city with their children in an Odyssey minivan. Zeitoun paddles around the city and helps people and dogs in the days after the hurricane. His humanity shines through an inhumane episode in American history. This is a great book. (Patience Frederiksen, Alaska State Library)

“I spent many weekends in a trance. I would let a dry fly drift with the current past ripples, over the swelling watery curve of a submerged log, onto the surface of a pool. The feathery imitation of a mosquito would disappear into the water when a fish struck, with a sound like a skipping stone thrown off angle. Bluuop. That sound was followed by a small fury, the leader slicing back and forth through the water, the tip of the pole nodding its approval, glimpses of color flashing ever slower until a rainbow eased into my waiting hand.”

The Hard Way Home: Alaska Stories of Adventure, Friendship, and the Hunt, Steve Kahn, 2010. The book contains a series of stories about the author’s lifetime in Alaska. It’s nothing like the usual touristy recitations or “claim to fame” tales. They are authentic, introspective stories told by someone who really appreciates Alaska and has given much thought to what makes life here so valuable. -Ed.
(President's Letter - Cont. from pg. 4)

“I was AkLA President Elect/President / Past President in 1984/85/86. I have been Chapter Secretary and President in both Juneau and Anchorage. I have been Conference Chair, Local Arrangements Chair, Exhibits Chair too many times to remember.

“I was interim Treasurer twice. I have been Publicity Chair, Membership Chair, Special Libraries Roundtable Rep., Media Roundtable Rep. (now disbanded).

“In the 35 years I’ve been a member, I think I have been on E-Council at least 25 of those years.

“As Executive Officer I provide information and assistance to the E-Council, answer questions on the way the organization works, who does what, and provide background and history on issues when asked. I maintain the Handbook of Procedures and Policies, keep current copies of the bylaws, the Strategic plan, Legislative Priorities, and other working documents.

“I maintain the membership database and work closely with the Treasurer by sending out renewal notices, invoices and confirmations. I update our Reg Online membership database, review membership records, and provide assistance to members if problems occur.

“I work with the Secretary to put together the Annual Election ballot and upload it to SurveyMonkey for electronic voting. I also develop the ballot if there is a bylaw change. I provide mailing labels to the Secretary for members who wish to have printed ballots.

“I provide mailing labels to the Newspoke editor for members who want a print copy of the newsletter. I provide membership contact information to Officers, Committee and Roundtable chairs. I work with the Conference Coordinator and the Registration Chairperson on developing the online registration form for the AkLA Conference. And I edit, produce, and distribute the annual Alaska Library Directory.

“What do I like least about the job? Bulk mail! Although it saves the Association a ton of money when mailing out the Directory and doing other necessary mailings—the sorting, counting, arranging the trays/bags and especially filling out the Post Office form properly is bothersome work. I love the fact that AkLA now does almost all its member contact electronically.

“What I most like about the job is that it allows me to keep in touch with old friends and make new ones in the library world.”

I would like to thank Elise, Loretta and Mary for all of their years of service and quiet good work. AkLA is richer and more vibrant because of them.

DEMAND MEDIA: BUILDING THE WEB’S BIGGEST, SMARTEST, SCARIEST ARTICLE MACHINE

1. An algorithm uses online-traffic and advertiser data to select keywords that will be profitable topics.
2. An editor assembles these keywords into a headline.
3. An editor specifies the article’s length...and submits it to approved freelancers.
4. A writer researches and writes the article...
5. Software checks for plagiarism.
6. A copy editor proofreads and fact-checks.
7. The system posts the article on one of Demand’s sites, which receive more hits than any of the digital properties of Disney, NBC, ESPN or, yes, Time, Inc.

For complete article, Time Magazine, March 22, 2010, pg. 61.
Alaska Patent and Trademark Depository Library (APTDL) is now located at the Keith B. Mather Library at the Geophysical Institute in Fairbanks. It was designated as an official Patent and Trademark Depository Library in April 2010 by the United States Department of Commerce, Patent and Trademark Office. The Mather Library will receive and house copies of United States patents and trademark materials and make them readily available to the public. The library will also actively disseminate patent and trademark information and respond to reference questions.

The library cannot provide legal advice. The United States Patent and Trademark Office recommends that inventors contact a patent or trademark attorney for legal advice before submitting a patent or trademark application. A list of registered patent or trademark attorneys and agents in Alaska and other states is available from the Patent and Trademark Depository Library.

The Grand Opening for the Alaska (APDTL) was held at the Mather Library, September 25, 2010. The celebration included an all-day workshop, Researching Patent and Trademark Information. This was presented by representatives of the US. Patent and Trademark Depository, Tom Turner and Dr. Michael Hydorn. Forty-two people were in attendance.

General information concerning specialized patent reference services is available Tuesdays and Thursdays or by appointment. Requests for information may be made by telephone, fax, e-mail, or in person. It is advisable to call for an appointment before coming to the library for patent or trademark special services.

Telephone: 907-474-2636
Fax: 907-474-6846
E-mail: patents@gi.alaska.edu

The following publications are available for free from the Mather Library to assist you with patent questions:

* Basic Facts about Trademarks
* General Information Concerning Patents
* Guide for the Preparation of Patent Drawings
* Guide to Filing a Design Patent Application

Here are some key internet resources for additional information:
* U.S. Patent and Trademark Depository Library (http://www.uspto.gov/products/library/)
* Alaska Patent and Trademark Depository Library at the Keith B. Mather Library
* Geophysical Institute, UAF (http://www.gi.alaska.edu/services/library/patents.html)
* Google Patents (http://www.google.com/patents)

Additional sources are available only at the Mather Library.

Julia Triplehorn
Keith B. Mather Library
Fairbanks
October 4, 2010
contact: Barbara Brown. (907) 563-2712
bbrown@bestbeginningsalaska.org

Alaska Center for the Book Launches “Letters About Literature 2011”

Students in grades 4 through 12 are invited to enter Letters About Literature 2011, a national writing contest sponsored by Alaska Center for the Book and the Center for the Book in the Library of Congress in partnership with Target Stores. The contest deadline is December 10, 2010.

To enter, students must write a letter to an author – living or dead – explaining how his or her work changed their view of the world or themselves.

The contest has three competition levels: Level I is open to students in grades 4 through 6; Level II is open to students in grades 7-8; and Level III is open to students in grades 9-12.

Each letter must be accompanied by an official entry coupon or copy of one. Entry coupons will be available at your local, participating library or online at the Alaska Center for the Book website at www.alaskacentercforthebook.org. Guidelines and teaching supplements are also available for teachers, parents, or librarians at the site.

Alaska state winners at each level will receive a $100 cash prize plus a $50 Target gift card (good also at target.com). They also advance to national competition. Runners-up receive $50 cash.

Six national winners (two per competition level) and 12 national honorable mentions (four per competition level) will be selected. Each national winner will receive a $500 Target GiftCard and a $10,000 Reading Promotion Grant for his or her school or community library. The 12 national honorable mentions will win a $100 Target GiftCard plus a Reading Promotion Grant of $1,000 for their school or community library.

This is the thirteenth year for Letters About Literature here in Alaska. Last year’s high school winner, Anna Wichorek, went on to win first prize nationally and $10,000 for her selected library in Anchorage.
Dear Velma Wallis,

Last year, my 84-year-old grandfather moved in with our family. Along with my grandfather came a wheelchair, a walker, a box full of medicine, and a long list of emergency phone numbers. My grandfather had just spent the last four months struggling for his life in a hospital room, and the effects of pneumonia, heart failure, and septic shock had transformed him into a person I barely recognized. As he entered our home, I stood back and watched his heroic efforts to take a small step and I listened to his humble attempts to utter a simple word. I was overwhelmed with sorrow and hopelessness.

Over the next few weeks, I watched and waited for improvement. I saw none. Instead, I saw my grandfather unable to shower, shave, or dress himself without help from my father or uncles. I saw my grandfather unable to remember what he had eaten, unable to remember my name, and unable to remember when to take his medicines. I kept looking for the grandfather I had once known, but found only a weak, fragile, and confused person. Somewhere between all his therapy appointments and trips to the emergency room, I gave up hope my grandfather would ever return to me. Gradually, it became much easier for me to isolate myself, to totally immerse myself in homework or flute practice rather than face my grandfather.
But then I read “Two Old Women,” and in Ch’idzigyaak and Sa’ I found the hope and the strength I needed to look at my grandfather and help him make his journey. As I discovered Ch’idzigyaak’s and Sa’s perseverance and determination to survive, I began to regain a sense of hope and possibility when I watched my grandfather’s efforts that I had once considered pointless. I began to respect and admire his determination to remove his own socks at night, to take small steps on his own, to dress himself. I understood that my grandfather, like Ch’idzigyaak and Sa’, wanted to hold his “chin up proudly” just as they had held theirs up when they were abandoned by their tribe and were struggling for survival.

As I read “Two Old Women,” I realized that, like the tribe that had abandoned Ch’idzigyaak and Sa’ because they had only seen “two weak old women,” I had only seen a weak old man and had abandoned my grandfather. With this realization, I then began to look at my grandfather differently and I began to understand life from his perspective. I felt his humiliation, his frustration, and his wounded pride. When Ch’idzigyaak and Sa’ made the decision, “Let us die trying,” I understood why my grandfather would rather take ten minutes to walk down a hallway than be pushed in a wheelchair. Instead of seeing a stubborn old man when I looked at my grandfather, I saw resilience, determination, and courage.

As I got to know Ch’idzigyaak and like Ch’idzigyaak and Sa’, felt as everyone had given up on him. But, courage to conquer my fears and now, began to spend more time with him. In-bedroom door, I played music for him to body and mind found relaxation. Instead began to sit next to my grandfather and read to listen long enough to let him speak and I childhood and see him gain strength from those and I learned to touch him again, to hug him, and to soothe his loneliness and fear. I also learned to accept his limitations and love him regardless of those limitations.

Thank you, Ms. Wallis, for writing “Two Old Women” and sharing the legend of Ch’idzigyaak and Sa’ with me because without those two incredibly strong women, I would still be inside the walls of my own world trying to escape the suffering of my grandfather. Instead, with these two women, I have been able to face my own fears, make my own journey, and discover in my grandfather a person of incredible resilience and inner strength.

Anna Wichorek
11th Grade
Individual Entry
Anchorage, Alaska
Letters About Literature is a national reading and writing promotion program.

Sponsored by Alaska Center for the Book

Participation Guidelines for Readers

Books have wings. You can’t see them, but they are there just the same. On books’ wings, readers can soar to new places where they meet intriguing characters and experience exciting adventures. But a book’s wings can also help a reader rise above difficult situations so that they see the world — or themselves — with new understanding. Has a book touched your life in a personal way? If so, we invite you to enter this year’s LAL competition. Have you ever felt the power and lift of literature?

How to Enter

First, determine your competition level. Letters About Literature welcomes entries from all readers — reluctant as well as enthusiastic — on three Levels of Competition. Entrants must be at least 9 years old and fall into one of the following categories:

<table>
<thead>
<tr>
<th>Level 1 — Grades 4–6</th>
<th>Level 2 — Grades 7–8</th>
<th>Level 3 — Grades 9–12</th>
</tr>
</thead>
</table>

Second, reflect and connect! Select a fiction or nonfiction book, a short story, poem, essay or speech (sorry, no song lyrics) you have read and about which you have strong feelings. Explore those feelings and why you reacted the way you did during or after reading the author’s work. Consider one or more of these questions when writing your letter:

- Did the characters, conflict or setting mirror your life in some way? If so, how? If not, why not?
- What strengths or flaws do you share with a character or characters in the book?
- What did the book show you about your world that you never noticed before?
- What surprised you about yourself while you were reading this book? Why was this work meaningful to you?

Your letter need not answer all of these questions, of course. These are just starting points to spark ideas.

Third, write a personal, reflective letter (not a fan letter or a book report)! Express yourself! A letter is less formal than an essay or research paper. Write honestly and in your own voice, as if you were having a conversation with the author. Those are the best letters to read and the most fun to write! Keep in mind these two tips:

- Correspond, don’t compliment! Your letter should inform rather than flatter the author.
- Do not summarize the book’s plot. The author wrote the book and knows what happened. What the author doesn’t know is how the book affected you.

Our judges do not count words but we do have recommended lengths: Entries for Level 1 should be no less than 100 words and no more than 400 words. Entries for Level 2 should be no less than 300 words and no more than 600 words. Entries for Level 3 should be no less than 500 words and no more than 800 words. Please refer to the Contest Entry Guidelines in Rules #4 of the Official rules found at [www.letteraboutliterature.org](http://www.letteraboutliterature.org) for complete information on how to prepare your letter.

Fourth, submit your letter by December 10, 2010, using the required entry coupon. (See next page!)

STATE AND NATIONAL AWARDS

LAL awards prizes on both the state and national levels. Each state center has its own panel of judges who select the top essayists in the state. State Winners will receive a $50 Target Gift Cards and additional prizes, and then advance to the National Level Judging.

On each competition level, a panel of national judges for the Center for the Book in the Library of Congress will select six (6) National Winners (2 per Level of Competition) and twelve (12) National Honorable Mention Winners (4 per Level of Competition). The National Winners will receive a $500 Target GiftCard, plus each will receive a $10,000 LAL Reading Promotion Grant in his/her name for a community or school library so that others can experience personal relationships with authors and the stories they tell. The National Honorable Mention Winners will each receive a $100 Target GiftCard, plus each will receive a $1,000 LAL Reading Promotion Grant in his/her name for a community or school library. The community or school library selected for the National Winners and National Honorable Mention Winners is at the Sponsor’s sole discretion. Refer to the National Level Judging in the Official Rules for more details.

NO PURCHASE NECESSARY. A Purchase will not enhance your chances of winning. MANY WILL ENTER, FEW WILL WIN. Open to legal residents of the 50 U.S. states, the District of Columbia and the U.S. Virgin Islands enrolled as a student in grades 4-12 during the 2010-2011 school year, 9 years or older at of 9/1/10. Contest Starts 9/1/10 and ends 1/22/10. Void where prohibited. Subject to Official Rules found at [http://www.naal.org/contests](http://www.naal.org/contests).
How to Submit Your Letter

RETURN ADDRESS. Print your name and complete return address (either home or school) in the upper right corner of the first page of your letter. Letters without a return address and adequate contact information will be disqualified.

ENTRY COUPON. Each letter must be accompanied by an entry coupon (below). Staple the coupon to the last page of your letter. Should you win a state or a national prize, your State Center for the Book will contact you using this information, so be sure your coupon is complete and legible!

MAILING ENVELOPE & ADDRESSES. Entries should be mailed in a flat 8x10" envelope or larger. Please indicate the competition level — either 1, 2 or 3 — on your envelope. Include a complete return address on your mailing envelope.

Letters About Literature Competition Level (Indicate level 1, 2 or 3)
P.O. Box 609, Dallas, PA 18612

DEADLINE: Your Entry must be postmarked by December 10, 2010, (and arrive at LAL Central no later than December 20, 2010).

ASSESSMENT. All entries will be judged on the following criteria:
- **Content** (the writer’s achievement in addressing the contest theme).
- **Writer’s Voice** (the writer’s style and originality of expression).
- **Exposition** (the writer’s use of language skills, organization and grammar).

Each criterion will be scored on a scale of zero (0) to five (5), where five (5) is excellent and zero (0) is not fulfilling the judging criteria.

OWNERSHIP. All letters become the property of the Center for the Book in the Library of Congress. Please make a copy of your entry as no letters will be returned.

NOTIFICATION & CONTACT. State Centers for the Book will notify state winners on or about 3/21/11. The Center for the Book will notify National Winners and National Honorable Mention Winners on or about 4/21/11. www.loc.gov/loc/lc/book/letters.html. For program updates, please refer to the LAL website, www.lettersaboutliterature.org or e-mail us at lal@epix.net.

Note for Teachers Submitting Class Sets:
- When mailing class sets, please include a cover letter that lists the names of each child who has written a letter. Mail class sets in one flat envelope rather than individual envelopes. Use one envelope for each level. Cover letters DO NOT take the place of entry coupons, however. Each letter must also have a complete entry coupon.
- Please do not assign the same book to an entire class, as this misses the spirit of the program — identifying a personal relationship with an author and/or book. Likewise, rather than assigning the same opening paragraph or topic sentences, encourage students to express themselves individually.
- Visit www.lettersaboutliterature.org for free teaching materials, including lesson plans, assessment checklists, writing samples, plus teaching tips from our many LAL teachers who have participated in the past.

Letters About Literature 2010-2011 Entry Coupon (cut & staple to letter)

PLEASE PRINT. Often our failure to contact you is due to incomplete or illegible information on the entry coupon.

Name ___________________________ Age _____ Home Phone (optional) (___) _____________

Grade (circle one grade only): Level 1: 4 5 6 Level 2: 7 8 Level 3: 9 10 11 12

Book/Story Title ___________________________ Author

________________________________________

Home Address ___________________________ City ____________ State ____ Zip Code

Parental Signature (required if submitting as an individual entry):

________________________________________

IMPORTANT! If submitting through a school or library, please complete the additional information below:

School/Library: ___________________________

Street ___________________________ City ____________ State ____ Zip Code ___________

School/Library Telephone: (___) _____________ School/Library E-mail: ____________________

Teacher/Librarian Contact: ___________________________ E-mail: __________________
Why Benjamin Franklin Was So Much Better Than You

Now there are a million different things that made Benjamin Franklin better than you. Some may cite his signature on the Declaration of Independence. Others may recall his face on the $100.00 bill. Still others will remind you of his crazy kite and key electricity experiment. But these aren’t what made him better than you. No, these are a result of the key characteristics that made Benjamin Franklin better than you.

So what is it? What was the key difference between Benjamin and you that makes him so great and you so not? Benjamin Franklin led a purpose driven life. You may have purpose, and it may even drive you at times, but chances are you are not yet leading a purpose driven life. I know I’m not. Let me explain.

At age 20 Franklin instituted for himself 13 very specific key values, which he would go on to master in order to become the man that he did become. What he did by mastering these values is to decide to live a proactive life, rather than reacting to circumstance as you and I so often do. Benjamin Franklin knew exactly who and what he wanted to be, and he set out each day to move closer to that person.

Here are the famous 13 key values that Benjamin Franklin used as a guide to become his idea of a great man:

Library Resources from the Library at The University of Texas at San Antonio
http://lib.utsa.edu/News/Exhibits/2006/cards.html

Library Resources from the Library at The University of Texas at San Antonio
http://lib.utsa.edu/News/Exhibits/2006/cards.html

Christmas cards originated in England over 100 years ago. In the year 1843, Sir Henry Cole commissioned John Calcott Horsley to paint a card showing the feeding and clothing of the poor. He did this because he wanted to make his friends aware of the need to help the destitute on that holiday. The card itself was a trial with a center panel displaying a happy family embracing one another, sipping wine and enjoying the festivities. “A Merry Christmas and a Happy New Year to You” was printed on that first card. Legend says Sir Henry didn’t send any cards the following year, but the custom became popular anyway.

For more than 30 years, Americans had to import greeting cards from England. In 1875, Louis Prang, a German immigrant to the U.S., opened a lithographic shop with $250 and published the first line of U.S. Christmas cards. His initial creations featured flowers and birds, unrelated to what we think of now as traditional Christmas images. By 1881, Prang was producing more than five million Christmas cards each year. His Yuletide greetings began to feature snow scenes, fir trees, glowing fireplaces and children playing with toys. Christmas cards have changed since the days of Sir Henry and Louis Prang. They now sport comics, jokes and clever verses, and even often say Happy Holidays rather than Merry Christmas.

http://www.zencollegelife.com/the-history-of-libraries-through-the-ages/

http://www.zencollegelife.com/why-benjamin-franklin-was-so-much-better-than-you/
tional knowledge relative to the ongoing processing of the ANCSA 14(h)(1) Collection is that no one lives (or works) forever. All three of us are moving nearer to the retirement stages of our careers, and we are growing increasingly concerned that no young successors have yet appeared to learn about and carry on this important work.

References Cited:

Drozda, Robert M.

Nelson, Edward W.

O'Leary, Matthew B., Robert M. Drozda, and Kenneth L. Pratt

Pratt, Kenneth L.


The title—published Oct. 28 by Phillip R. Greaves—has been flooded with angry criticism mostly aimed at the Seattle-based retailer for offering it for sale. The controversy raises the question of whether Amazon has any set procedures for vetting books to be sold in its online stores.

Amazon allows writers to publish their own works in its online stores and share in the revenue. The guidebook, described by its author as an “attempt to make situations safer...by establishing certain rules...” is available for the Amazon Kindle reader. The book has attracted almost 800 reviews on its Amazon page, with 760 giving it the lowest possible ranking of one star. Many reviewers threatened to boycott the company unless the book is removed.”
General guidelines to publication in Newspoke, Alaska Library Association newsletter:

**Not accepted:** paid advertising; material intended to “sell; make a profit” rather than to “inform.” Submissions viewed as advertisements, unless item is of particular interest to Alaska, Alaskan patrons and/or libraries, or is submitted by an AkLA member.

**Accepted:** Alaskana—books, book reviews, or articles relating to, or of interest to, Alaskan librarians and/or their patrons. Informative material related to libraries and librarianship, especially in regard to Alaska.

Most anything submitted by AkLA members—reasonably “tasteful and well-written.” of an appropriate length (much leeway here); author is willing to submit to possible editorial changes, which may include length, spellings, downsizing of convoluted sentences. . . (Editor will make every effort to let the author know of, and pre-approve, any significant changes before the material is published in Newspoke.)

**Other**—determined on an individual basis by “the committee” (defined as a group of at least three people, composed of AkLA members). If the Newspoke editor or the individual submitting has questions or concerns about any submission, the matter will be sent on to the Newspoke Committee. ❖
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* Alaska Library Directory
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* Newspoke, Loretta Andress
  maryj@gci.net
  aklalist@akla.org
  http://www.akla.org

CALENDAR
American Library Association Midwinter Meeting, San Diego, CA  Jan. 7-11, 2011
AkLA Conference, Juneau, AK  Feb. 17-20, 2011
Alaska Native Libraries, Archives and Museums Summit, Anchorage, AK  April 28-30
American Library Association Midwinter Meeting, Dallas, TX  Jan. 20-24, 2012