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OCTOBER 2009

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

THE
ADVANTAGES
OF

THE
LONG DISTANCE
LEARNER

PLUS

- The Children We Serve
- E-Readers in Action
- Morocco, Facebook & a Fulbright

Midwinter Meeting
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Inside

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CONTENTS

AMERICAN LIBRARIES | October 2009

Features

- 52 THE CHILDREN WE SERVE**
Five notions of childhood suggest ways to think about the services we provide
BY VIRGINIA A. WALTER
- 56 E-READERS IN ACTION**
An academic library teams with Sony to assess the technology
BY ANNE BEHLER
- 60 FACEBOOK À LA FULBRIGHT**
After taking the road to Morocco, a librarian connects with her students online
BY HEATHER LEA MOULAISON



48 COVER STORY FROM A DISTANCE

Thanks to online education, neither time constraints nor geographic isolation can deter aspiring librarians from their career goals

BY KENNETH E. HARTMAN

CONTENTS

AMERICAN LIBRARIES | OCTOBER 2009 | VOLUME 40 #10 | ISSN 0002-9769



News

- 24 ALA
- 27 U.S. & INTERNATIONAL
- 38 NEWSMAKER: Mohammad Abbas

Special News Reports

- 63 PIPELINE TO THE PEOPLE
- 66 IFLA CONFERENCE WRAPUP



Departments

- 7 ALA.ORG

INFORMATION TECHNOLOGY

- 40 TECH NEWS
- 43 DISPATCHES FROM THE FIELD
Building a Digital Branch *BY DAVID LEE KING*
- 44 INTERNET LIBRARIAN
What Do You See? *BY JOSEPH JANES*
- 45 IN PRACTICE
Pathfinder in a Box *BY MEREDITH FARKAS*

PEOPLE

- 68 CURRENTS

PROFESSIONAL DEVELOPMENT

- 70 YOUTH MATTERS
Inspiring Young Readers
BY JENNIFER BUREK PIERCE
- 72 LIBRARIAN'S LIBRARY
We Are All Millennials
BY MARY ELLEN QUINN
- 73 ROUSING READS
Sugar Ray *BY BILL OTT*
- 74 SOLUTIONS AND SERVICES

OPINION AND COMMENTARY

- 4 FROM THE EDITOR
Going the Distance *BY LEONARD KNIFFEL*
- 8 PRESIDENT'S MESSAGE
Spectrum's \$1-Million Challenge *BY CAMILA ALIRE*
- 10 READER FORUM
Letters and Comments
- 46 PUBLIC PERCEPTION
How the World Sees Us
- 47 ON MY MIND
Killjoy Was Here *BY THOMAS WASHINGTON*
- 80 WILL'S WORLD
The Librarian Is In *BY WILL MANLEY*

EVENTS

- 12 ALA 2010 MIDWINTER MEETING
ADVANCE REGISTRATION

JOBS

- 77 CAREER LEADS FROM JOBLIST
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Going the Distance

by Leonard Kniffel

The future of online learning is now, says Kenneth E. Hartman, academic director for Drexel University Online and chairman of National Distance Learning Week (November 9–13). His article in this issue (p. 48) makes a compelling case for online education in general and distance learning in particular.

Earlier this year, I taught a one-week summer course in the School of Library and Information Science at the University of Wisconsin in Madison. When I arrived, SLIS Dean Louise Robbins asked me if I wanted to conduct the course in a traditional classroom or in the computer lab. After one look at the computer lab and one short conversation with the IT person staffing it, I leaped at the chance to use the lab.

While the course, on “writing for the profession,” certainly didn’t constitute distance education, it was definitely online learning. A class

session on blogging? Up on the screen with the Free Range and the Shifted librarians. A session on writing for the web? Up on the screen with www.loc.gov.

Having never taught a library science class before, I was blown away by how well information technology serves the

library school curriculum and by how adept the students were at using it. Although I loved interacting with them in person, I also realized that I could have conducted the class from Chicago. Yes, face-to-face interaction is important, but for many entering our profession, the distance-ed option is the difference between getting the degree or not.

Elsewhere in this issue, two ALA Editions authors offer a sneak preview of forthcoming books: Virginia A. Walter argues for children’s librarians to embrace computer and video games, along with other aspects of computer literacy, with a 21st-century interpretation of what it means to read (p. 52). And Anne Behler examines the latest enhancement to e-books, and posits that their growing user-friendliness has led and will continue to lead to greater marketability and demand (p. 56).

In addition, Heather Lea Moulaison tells the story of how as a Fulbright scholar in Morocco she put Facebook to work, using social networking to supplement F2F contact in class throughout an academic year. At first imagining that she would use Facebook primarily to keep in touch with friends, she found instead that it was a valuable tool for cultivating connections with future information professionals during her time abroad. Distance education of another sort.

Also in this issue, a report on the IFLA conference in Milan (p. 66); a tribute to legendary librarian Al Trezza (p. 36); and an introduction to the new and growing @ your library website for the general public (p. 63), with suggestions for how to use it to raise public awareness of library services, especially during this time of increasing demand and decreasing funds. Lastly, go to the job listings on page 77 and then check out the new face of JobLIST at joblist.ala.org. ■

For many, the distance-education option is the difference between getting the degree or not.

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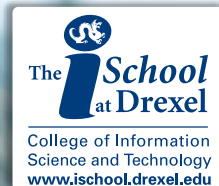
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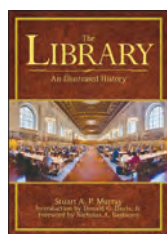
American Association of School Librarians in Charlotte, November 5–8, for "Rev Up Learning @ your library." Details at aasl.org.

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Spectrum's \$1-Million Challenge

The race for professional ethnic and racial diversity

by Camila Alire

The Spectrum Scholarship Program is one of the more successful programs initiated by ALA. It began as part of then-ALA Executive Director Elizabeth Martinez's vision to recruit more minorities into the library and information management profession. Betty Turock turned that vision into a reality in the late 1990s during her ALA presidency.

Spectrum's mission is to improve library service at the local level through the development of a representative workforce that reflects the communities served by all libraries. The program includes strong leadership development and mentoring components. It has now expanded to support minority doctoral fellows who will eventually serve as LIS faculty role models for minority students.

Now, more than ever, we need to make sure that this program continues. Our nation's changing demographics demonstrate that we must have not only a literate but also an information-literate populace. Getting non-users into the library—public, academic, and school—can be strengthened by having librarians who serve as role models.

ALA Immediate Past President Jim Rettig, President-Elect Roberta Stevens, and I are working together on a new Spectrum Fund-raising Presidential Initiative. It is only fitting that Turock is leading this effort as chair. To date, we also have well-known author Rudolfo Anaya and Harvard University law

Professor Charles Ogletree as honorary cochairs.

The goal is to raise \$1 million. ALA membership exceeds 65,000.

Imagine if we could get at least 50,000 members to pledge \$10 each; we would reach one-half of our goal. We intend to also

aggressively cultivate corporate and foundation funding for a major portion of the scholarship funds.

Spectrum has been very successful in propelling librarians of color into the workforce to serve as role models for others. Here are just a few of the many successes:

■ **Rita Pino-Vargas** (1998 scholar), librarian at Sky City Community School, Pueblo of Acoma, New Mexico, has served on ALA's Association for Library Service to Children's Newbery, Caldecott, and Pura Belpré award committees. She is also past-president of Reforma's New Mexico chapter.

■ **Alanna Aiko Moore** (2004 scholar) serves as the sociology, ethnic studies, and gender studies librarian at the University of California at San Diego. She is speaker coordinator on the Spectrum Leadership Institute Planning Committee and a member of ALA's Joint Conference of Librarians of Color Publicity Committee.

■ **Carol Levers** (1999 scholar) was nominated by a patron and selected as one of 10 Carnegie Corpora-

tion of New York/*New York Times* I Love My Librarian Award winners this year. She works as community services librarian at Kansas (Kans.)

Now, more than ever, we need to make sure that the Spectrum Scholarship Program continues.

Public Library and serves as chair of the Kansas Library Association's Cultural and Ethnic Di-

versity Committee. Levers assisted faculty at Emporia State University in obtaining an \$858,000 grant to recruit minority students for its MLIS program.

■ **Mark Puente** (2003 scholar) is director of diversity programs at the Association of Research Libraries (ARL). He is responsible for providing leadership for a range of initiatives that recruit people from underrepresented racial and ethnic groups into careers in research libraries and eventually into leadership positions in ARL libraries.

We have made great strides with our Spectrum Scholarship Program over the years, but we still have a long way to go in making our own profession more racially and ethnically diverse.

To learn about more specifics of the program, contact ALA Development Office Director Kim Olsen-Clark at kolsen-clark@ala.org. ■



ALA President CAMILA ALIRE is dean emerita at the University of New Mexico in Albuquerque and Colorado State University in Fort Collins. Visit camilaalire.com.

WE THE
PEOPLE
BOOKSHELF
on **A More
Perfect Union**

Free books
for libraries

PUBLIC AND SCHOOL LIBRARIANS—

A new grant opportunity is coming your way this fall! Kick off the school year by applying online, beginning September 8, 2009, for the

**WE THE PEOPLE BOOKSHELF
on **A More Perfect Union****

A project of the National Endowment for the Humanities (NEH) in partnership with the ALA Public Programs Office.

4,000 public and school (K–12) libraries will be selected to receive the Bookshelf—a collection of classic books for young readers, with selected titles available in Spanish translation.

The Bookshelf program is part of NEH's *We the People* initiative, which supports projects that strengthen the teaching, study, and understanding of American history and culture. Applications will be accepted online from September 8, 2009, through January 29, 2010.

Visit publicprograms.ala.org/bookshelf to access a list of programming ideas. Just in time for the sesquicentennial of the Civil War, **A More Perfect Union** invites reflection on the idea of the United States as a "union," a One as well as a Many.

The Bookshelf includes bonus materials:

- a DVD edition of *The Civil War*, the award-winning documentary by Ken Burns, including the rights to show the series to public audiences,
- the companion book to *The Civil War*,
- *Declaring Independence: The Origin and Influence of America's Founding Document*, edited by Christian Y. Dupont.

Apply online at
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Letters and Comments

Thanks to Libraries, Librarians

You sit down to write a novel and soon the characters are crowding around demanding attention with the urgency and self obsession of a 3-year old. Nothing shuts them up until the manuscript is ripped from your hands at deadline, and even then, they

squawk until they've gone to print.

Over the years you send off many characters, all of whom you love and wish well—even the bullies and brats. The first word you receive that they've arrived safely in the outside world are the reviews and reported sightings of your baby

snug and comfy on bookstore shelves. But you don't really hear from your characters until readers write to tell you they've spent time with them, and that they are still alive on the page.

Fan mail is your "Hi Ma! We're OK!" And it is wonderful! Then the sad day comes when you get the R letter. The one saying, "We're sorry to inform you that sales stink and we have to REMAINDER your baby"—informing you of the publisher's intention to stand your characters at the edge of a ditch, blindfold them, and have a firing squad of sales execs, bookkeepers, and risk assessment managers gun them down.

The horror of the R letter is mitigated by only one thought: Your babies are safe in the library!

Were it not for libraries there would

be nowhere for your characters and stories to hide. Nowhere for them to wait out disasters and economic storms, or continue to meet new readers. Were it not for librarians there would be no one to introduce your characters to new children, as the older ones grow and move on, and fashions change.

And so I want to thank you, librarians, for the work you do, and for the many lives you save.

Amy Goldman Koss
Glendale, California

Josey Tribute in Verse

It is with much sorrow that I write to give acknowledgement of the passing of Dr. E. J. Josey (Aug./Sept., p. 29–30). He was always a source of encouragement and advice—a leader's leader:

Dr. Josey

Man of Letters

You were the very words we read

You laid the path and walked each step

You reached out in your journey and recruited an army

Oh, to be read like a book

Oh, that we can continue the journey, continue your walk

Creating opportunities, fighting for justice—making who we are a light for others to follow

Oh, to be the one of well read letters

The very characters that spell hope and end in Yes, We Can

Dr. Josey

Man of letters . . . you made a difference
Rest in Peace

Greg Sidberry
Nova Southeastern University
Fort Lauderdale, Florida.

Kudos for Luann Comic Strip

As a retired public services librarian and former ALA member, I have been enjoying the daily comic strip *Luann*, as she is a teenage volunteer and worker in a public library.

The comic strips during which she has taught the Australian student about American libraries have been especially fun to read—and right on the mark.

I think ALA should acknowledge this cartoonist in some way for bringing the benefits of American public libraries to the comics page of daily newspapers.

Joyce Gunn
Pittsburg, California

"Monopoly" Responses

Regarding Patrick Moloney's statement about school librarians being paid at the same rate as teachers (May, p. 11), most California school districts have a pay scale that values education beyond the initial degree and credential.

As a high school library media teacher (or teacher-librarian) with a BS, MLS, and two credentials, I am paid at the highest step level because I have the college credits or degree for that level. With 11 years in my district, that difference is between \$5,000 and \$7,000. Teachers and teacher-librarians are also required to continue their education—six units every three years with a bachelor's, or six units every five years with a master's.

Perhaps Mr. Moloney was looking at the differences in pay for public versus school library professionals. If I were to work in a public, academic, or special library, I would be taking a pay and vacation cut: In my unscientific research into other areas of librarianship, it's the public libraries that are at the lowest pay levels for an MLS, along with a greater

The editors welcome letters about recent contents or matters of general interest. Letters should be limited to 300 words. Send to americanlibraries@ala.org; fax 312-440-0901; or *American Libraries*, Reader Forum, 50 E. Huron St., Chicago, IL 60611-2795.

time commitment (less vacation).

I also respectfully disagree that an MLS prepares an individual for working with teachers, students, administrators, and district staff. Having taught in the classroom gives one a perspective and understanding that is impossible to acquire through public library service or an MLS program.

Teacher-librarians are dedicated to the education of their students through collaboration with their teacher colleagues; they just have the largest classroom on campus.

Marcie Mitchell
South San Francisco High School

Patrick Moloney argues that his MLS and not “the precious teaching credential” should be required to be a school librarian. He says having two credentials but being paid the same as a teacher with one implies the library

credential is less important to schools.

As a junior high librarian for over 30 years, I’ve taught library skills classes, speech/newspaper, and debate/drama classes, among others (with all other teaching duties). This meant 25 to 30 adolescents a class with all the grades, paperwork, angst, and parent conferences as any other teacher.

Having only library courses as a basis for my position would have left me unprepared for a school environment.

I’m not clear why California is so different, but Illinois teachers must have a specialty along with education courses. Seems to me teachers are required to have dual credentials. We’re also required to have continuing education to



“This book on procrastination is two weeks overdue.”

renew our certificates. Master’s degrees aren’t required, but most teachers do earn one for this purpose.

I’ve a master’s in instructional media. My program wasn’t around long enough to be ALA certificated. According to many librarians, I am not qualified for professional library work. With only the graduate library work needed for my teaching certificate it seems I’d not even be considered for a public library.

With my years as a junior high librarian I’d like to know whether Mr. Moloney would consider me for a young adult librarian. I could wonder if he could handle a class of uncooperative adolescents who would rather play games on a computer than do research.

Reality isn’t students who obey every command, small groups, and a school district where an MLS somehow makes a person a better teacher than any other teacher or a better person than anyone else.

Janice Weiner
Aptakisic Junior High School
Buffalo Grove, Illinois

out the unemployed. However, I have seen absolutely nothing about jobless or underemployed librarians: those of us who have graduated with an MLS and have been unable to find jobs as librarians due to the failing economy.

I obtained my MLS last December and work as a librarian technician and bookseller; the libraries in my area are either not consistently hiring librarians or are under a hiring freeze. We may either be not working, or may be employed in non-librarian positions.

The ALA term for us is “non-salaried” librarians. There are so many of us in the Seattle area that I am starting a support group to share our stories and to continue working on our skills.

It is frustrating and depressing to be unable to do what we have spent the past few years devoting so much time and passion to training for. Do you have any plans in any of your publications to cover those of us adrift in our own field?

Season Hughes
King County Library System
Bellevue, Washington

Aiding the Underemployed

I have seen plenty of words in *American Libraries* and *AL Direct* devoted to the jobless, namely how libraries are helping



CORRECTION: Baltimore County Public Library Director Jim Fish was incorrectly identified as Trustee Citation winner David H. Goldsmith (left,

Aug./Sept., p. 69). AL apologizes for the error; a corrected page is posted at www.ala.org.alonline.

@Continue the conversation at al.ala.org/insidescoop



BOSTON

2010 ALA Midwinter Meeting
Boston Convention and Exhibition Center
Boston, MA January 15-19, 2010

WHAT'S INCLUDED WITH YOUR FULL REGISTRATION?

ALA / ERT EXHIBITS OPENING RECEPTION

Friday, January 15, 2010, 5:30-7:30 PM

The Exhibits Opening Reception, sponsored by ALA and ERT, will feature food, entertainment, prizes, and will allow attendees to meet and greet with vendors and colleagues. Exhibitors will be raffling off unique prize baskets, worth over \$75 each which will be awarded during the Reception, so make sure to visit our participating exhibitors and register to win!

ALA/ERT AUTHOR FORUM

From Book to Big Screen

Friday, January 15, 2010, 4:00-5:15 PM

Don't miss an exciting panel of authors who will talk about their experiences and the process of seeing their best-selling books become movies. Please check www.ala.org/midwinter for additional speakers.

Eric Van Lustbader is the author of many bestselling thrillers, including the *New York Times* bestsellers *The Testament* and *The Ninja*. During his thirty-odd-year writing career, Mr. Van Lustbader has written over thirty novels, novellas and short-stories. He has also been chosen by Robert Ludlum's estate to continue the Jason Bourne series. His Jason Bourne novels include *The Bourne Legacy* and *The Bourne Deception*. He and his wife live in New York City and the South Fork of Long Island. His first Jack McClure book, *First Daughter*, was also a *New York Times* best-seller. His latest, *Last Snow*, comes out from Forge in February 2010. Sponsored by Forge



Chuck Hogan is the author of several acclaimed novels, including *The Standoff* and *Prince of Thieves*, which won the 2005 Hammett Award and was called one of the ten best novels of the year by Stephen King. He is the co-author, with Guillermo del Toro, of the *New York Times* bestseller *The Strain*. *Prince of Thieves* will soon be a major motion picture. Sponsored by Simon and Schuster



Tracy Chevalier is the *New York Times* bestselling author of five previous novels, including *Girl With a Pearl Earring* and *Burning Bright*. Chevalier was born in 1962 and grew up in Washington, DC. She has a BA in English from Oberlin College, Ohio, and an MA in creative writing from the University of East Anglia, Norwich, England. Chevalier has lived in London for over 20 years, and is married, with one son. She was a reference book editor for several years before turning to writing full-time. Her second novel, *Girl with a Pearl Earring*, won the Barnes and Noble Discover Award. It has sold almost 4 million copies worldwide and was made into a film starring Colin Firth and Scarlett Johansson. Sponsored by Penguin



EXHIBITS

Friday, January 15--Monday, January 18, 2010

The 2010 Midwinter Meeting Exhibits will be held in the Boston Convention and Exhibition Center. The Exhibits will be open from Friday, January 15, 5:30 – 7:30 PM; Saturday, January 16, 9:00 AM–5:00 PM; Sunday, January 17, 9:00 AM–5:00 PM; Monday, January 18, 9:00 AM–2:00 PM

ARTHUR CURLEY LECTURE

Saturday, January 16, 2010, 1:30–3:30 PM

ADULT LITERATURE SPOTLIGHT

Saturday, January 16, 2010, 2:00–4:00 PM

Join adult authors on the exhibit floor for book signings and free gal-
leys.

BOSTON SUNRISE SPEAKER SERIES

Saturday and Sunday, January 16-17, 2010, 8:00 -9:00 AM
Monday, January 18, 2010, 9:00-10:00 AM

Featuring Atul Gawande

Sunday, January 17, 8:00- 9:00 AM

Surgeon and writer, Atul Gawande is a staff member at Brigham and Women's Hospital, the Dana Farber Cancer Institute, and the *New Yorker* magazine. He served as a senior health policy advisor in the Clinton presidential campaign and White House from 1992 to 1993. In 2006, he received the MacArthur Award for his research and writing. He is the author of *Complications: A Surgeon's Notes on an Imperfect Science* and *Better: A Surgeon's Notes on Performance*. His new book *The Checklist Manifesto* (Metropolitan Books) will be released in January, 2010. Sponsored by MacMillan



ALA PRESIDENT'S PROGRAM

Sunday, January 17, 2010, 3:30 -5:30 PM

featuring Yohannes Gebregeorgis, a children's librarian and native of Ethiopia who founded Ethiopia Reads in 1998.

TECHNOLOGY SHOWCASE

Monday, January 18, 2010, 10:00 AM-1:15 PM

The Showcase will consist of free concurrent programs on the exhibit floor featuring new products and demonstrations.

DISCUSSION GROUPS

Over 200 discussion groups, featuring a variety of speakers and hot topics, will be held throughout the Midwinter Meeting.



GENERAL INFORMATION

MEETING LOCATION

The 2010 Midwinter Meeting will take place in the Boston Convention and Exhibition Center, located at 415 Summer Street, Boston, MA, as well as several hotels near the Convention Center. You can find information on the Midwinter Meeting web site at www.ala.org/midwinter.

ACCESSIBILITY INFORMATION

If you have a special physical or communication need that may impact your participation in this meeting, please contact Michelle Visel at mvisel@ala.org, to specify your special need. While every effort will be made to meet attendees' needs, we cannot guarantee the availability of accommodations in response to requests received after December 4, 2009. We work to make sure your experience will be a pleasant and accessible one. Here are features we have put in place to make sure the ALA 2010 Midwinter Meeting is accessible to all:

- We caption our main sessions, e.g. President's Program, Membership Meeting, Council Meetings, and others as requested by organizers. The captioning is available on a one-on-one basis when the captioner is not working at sessions mentioned above. Reservations are made on a first-come, first-served basis and require at least one day's notice.
- We have accessible rooms in our hotel block. There are rooms for the deaf, blind and attendees in wheelchairs. Please fill out the housing form and check the appropriate box. An Expert representative will contact you to make sure you are placed in an appropriate room.
- Service animals of all kinds are welcome throughout the ALA Meeting.
- Listening devices are available for those who are hard of hearing, you must give advance notice to Michelle Visel at mvisel@ala.org or by letter at ALA, 50 E Huron St, Chicago, IL 60611
- Our shuttle bus company has accessible buses. Instructions on how to obtain rides will be available in each hotel, in the convention center on site, and in the onsite newspaper, Cognotes.
- Based upon availability in each city, we maintain a limited number of wheel-

chairs and scooters on a first come, first served basis. Please reserve your scooter or wheelchair by emailing Michelle Visel at mvisel@ala.org or by letter at ALA, 50 E. Huron St., Chicago IL 60611 by December 4, 2009. Phone calls will not be accepted.

- Interpreters are no longer requested for meetings in general. They must be requested by the deaf member for meetings they need interpreted. To use the service, send a list of required interpreter meetings to Michelle Visel at mvisel@ala.org, by December 4, 2009.
- Two interpreters will also be on-call in the Conference Services Office in the Boston Convention and Exhibition Center Saturday-Monday for last minute requests on a first-come, first-served basis.
- If you have any other requests not mentioned above that ALA can reasonably provide, please contact Michelle Visel at mvisel@ala.org, by December 4, 2009, and we will help you have a most accessible meeting.

CHILD CARE

ALA will reimburse the charges expended on childcare in the amount of \$25 per day, per child to a maximum of \$50 per day, per family to any fully registered parent for each day of the Midwinter Meeting week, January 15-19, 2010. This covers only childcare in the parent's hotel room or other residence in the meeting city (Boston) and does not include charges for children's food and transportation or gratuities and transportation for the sitter. ALA will not reimburse childcare expenses to attendees who live within the Boston area that would be paid to the regular provider whether the parent was attending the Midwinter Meeting or not. Parents may contact their hotel childcare center/baby sitting service where it is available or select one from the phone book. Reimbursement forms will be available at the ALA Registration Desk and must be signed by the individual performing the childcare services and presented by the parent to the Registration Desk Manager by Monday, January 18, 2010. **Please note:** Strollers are permitted on the exhibit floor, but children must remain seated in them at all times. Unescorted children are not permitted on the exhibit floor. See the Children's Policy for more information.

NEW MOTHER'S ROOM

The new mother's room will be located in the Show Office, Hall B1 East, in the North East Lobby.

PLACEMENT SERVICES

Provided by the ALA Office for Human Resource Development and Recruitment (HRDR), the Placement Services will be open: **Saturday and Sunday, 9:00 am-5:00 pm**

Job seekers should register and search for jobs on the JobLIST website at www.joblist.ala.org. All services are free to job seekers. Registration is not required, but is recommended. Registration will give registered employers access to your resume information. It will also allow for direct communication between job seekers and employers. There will be an orientation for job seekers on Friday, January 15, 4:00 pm in the Placement Center. Employers who want to post positions should post them on the JobLIST website at www.joblist.ala.org. Employers who want to use the interviewing facilities must have an active ad placed on JobLIST at the time you schedule an interview. Employers who want a booth in the Placement Center should contact Beatrice Calvin at 800/545-2433 ext. 4280. There will be an orientation for employers on Friday, January 15, 3:00 pm in the Placement Center.

MIDWINTER MEETING POLICY

The ALA Midwinter Meeting is convened for the primary purpose of expediting the business of the Association through sessions of its governing and administrative delegates serving on board, committees and Council. Programs designed for the continuing education and development of the fields of library service shall be reserved for Annual Conference except by the specific authorization of the Executive Board acting under the provisions of the ALA Constitution. Hearings seeking membership reactions and provisions for observers and petitioners at meetings of Council, committees and boards are to be publicized; programs of orientation or leadership development to Association business are encouraged; assemblies of groups of individuals for information sharing vital to the development of Association business shall be accepted as appropriate to the purposes of the Midwinter Meeting. By Council action it was voted that all meetings of the Association are open to all members and to recognized members of the press. Closed meetings may only be held to discuss matters affecting privacy of individuals or institutions. Unit chairs may contact their staff liaison officer when unable to determine whether an open or closed meeting is appropriate.



TRAVEL INFORMATION

GENERAL INFORMATION

Experient is ALA's official hotel and registration company. As an ALA Attendee or Exhibitor, you are eligible for special hotel rate discounts. Please be advised that registration cannot be made over the phone and that you must either register online at www.ala.org/midwinter or send your form via fax/mail. The housing reservation form features SSL encryption to ensure the privacy of your information. To reach Experient for inquiries only please call **1-800-974-3084**. Experient is open Monday through Friday from 8:00 – 5:00 pm (CST).

HOTEL RESERVATION DEADLINES AND INFORMATION

You must be registered for the Midwinter Meeting to make a housing reservation. Hotel reservation requests will be accepted until December 11, 2009, subject to availability. A list of selected hotels and their rates is included in this section. Rates are quoted for the room, not per person, and all rooms are assigned on a first-come, first-served basis. Special rates are available only when you book directly with Experient. All rooms are subject to applicable tax. All requests must include six choices. Make sure to give accurate dates of arrival and departure for everyone occupying the requested room. Please note that Experient does not assume the responsibility of pairing guests for double occupancy or in multiple housing units. After December 11, Experient will continue to make reservations on a space available basis only (i.e., register early to get the hotel of your choice).

HOTEL CONFIRMATIONS, CANCELLATIONS OR CHANGES

Confirmation of the room reservation will be acknowledged by the travel desk and sent within 72 hours. If you have any questions regarding your reservation, or to make changes or cancellations, contact Experient at **1-800-974-3084**, not the hotel. One night's room and tax guarantee to a credit card is required to hold hotel reservations. All changes and/or cancellations prior to January 5, 2010, must be made through Experient. After January 5, changes and cancellations must be made direct to the hotel at least 72 hours prior to arrival date.

AIRPORT TRANSPORTATION AND INFORMATION

Logan Airport (BOS) is located in East Boston, serving the city of Boston and the greater New England area. There are numerous alternatives for transportation to and from the airport found at www.massport.com/logan/getti.html.

Ultimate Shuttle Special Offer: Flat rate shared ride service available from Boston Logan International Airport to all hotels within ALA's block as well as the Boston Convention and Exhibition Center. 10% discount off published rates will apply. To book your ride go to www.ultimateshuttle.com and enter the Frequent Flyer ID "Library" in the upper left hand corner to receive the discount.

TRAVEL INFORMATION

Special meeting fares have been arranged for travel to the 2010 ALA Midwinter Meeting. Custom itineraries may be booked through **Gant Travel by phone, 1-800-644-7313 or email, ala@ganttravel.com only**. Gant Travel offers the lowest applicable airfares and best journey times to the meeting.

Fly on United Airlines, the official airline and save with special discounts exclusive to attendees and guests.

A 5% discount off qualifying travel on United, United Express, or United code share flights operated by Air Canada, Island Air, or Great Lakes (US 48 states, Hawaii, and Canada). An additional discount will be extended on select fares when you book and ticket 30 days or more in advance.

Special international discounts are available based on specific fare codes available on United, United Express, or Lufthansa.

Discounts apply to U.S. point of sales only. Applicable restrictions apply.

Phone: Gant Travel toll free at **1-800-644-7313** from 8:00 am – 5:00 pm CST, Monday through Friday. A minimal service fee applies.

Email: Gant Travel email is ala@ganttravel.com. A minimal service fee applies.

Gant Travel Hours: 7:30am – 6:00pm (CST).

Call United Airlines directly at **1-800-521-4041**. Provide promotional **code #500CR**. Support your organization by referencing the United ID number. We recommend booking early to receive the greatest discounts off the lowest applicable fares.

Important information regarding the TSA Secure Flight Program: The Secure Flight Program requires that airlines provide the following information on every passenger:

Full Name
Date of Birth
Gender

The name that is used to make your airline reservation must exactly match the name on the government-issued photo identification that you will present to the TSA to clear security check points in the USA. Visit www.tsa.gov for details.

TRAIN, BUS AND TAXI TRAVEL:

AMTRAK: Valid for Travel: January 12, 2010-January 22, 2010 Amtrak offers a 10% discount off the lowest available rail fare to Boston, MA between the above dates. Includes travel up to three days prior to the convention start date and three days following the last day of the meeting. To book your reservation call Amtrak at **1 (800) 872-7245** or contact your local travel agent. Please refer to **Convention Fare Code X98Y-968** when making your reservation a 10% discount has been approved. Conventions cannot be booked via Internet. This offer is not valid on the Auto Train and Acela service. Offer valid with Sleepers, Business Class or First Class seats with payment of the full applicable accommodation charges. Fare is valid on Amtrak Regional all departures seven days a week, except for holiday blackouts.

GREYHOUND: Contact Greyhound at **800-229-9424** or go online at www.greyhound.com

TAXI'S FLAT RATES: Meter Rates: Starting meter, \$2.60; Airport Fee, \$2.25; each additional 1/7 mile \$.40; Waiting time, \$28.00; Flat rate, \$3.20. Passengers are responsible for all roadway/tunnel charges. Please note: These rates are for Boston Taxis leaving Logan Airport. For rates to Logan, please contact your local Taxi Company. metered rates from Logan to the Boston-area hotels range from approximately \$25 to \$50.

RENTAL CARS

AVIS Rental Car: If you plan to travel while you are in Boston, ALA has negotiated exclusive rates with AVIS for rental cars during the meeting. For rates and reservations call **800-331-1212**. You must mention the **AVIS AWD#D005980**, when calling to receive the special ALA rate.

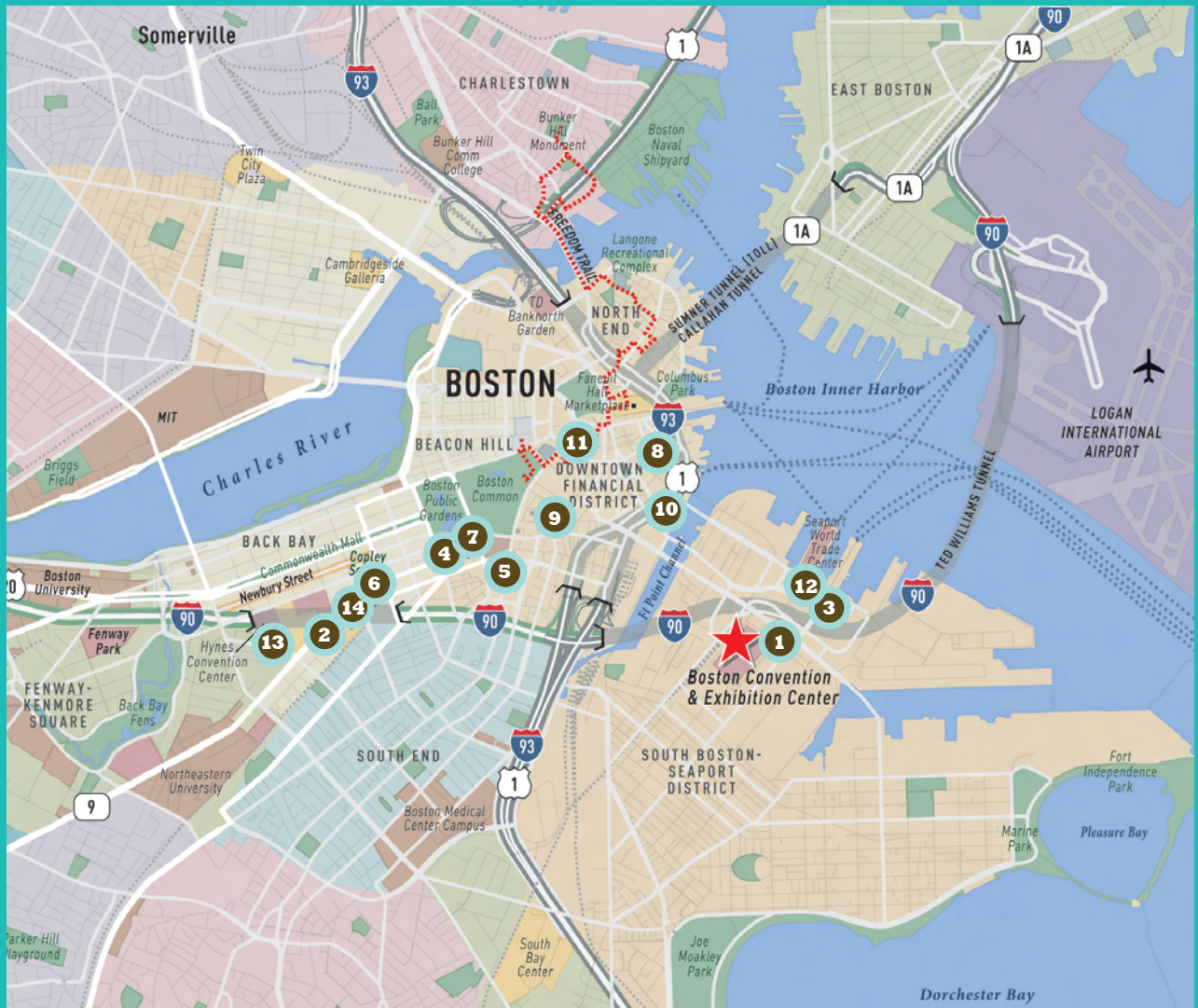
PARKING

The Boston Convention and Exhibition Center provides on site parking. For more information go to www.mccahome.com/bcec_dir_par.html

ALA SHUTTLE BUS SERVICE

Free shuttle buses, sponsored by Gale Cengage Learning, will operate between all participating hotels and the Boston Convention and Exhibition Center during the meeting. Service will also be provided for attendees with disabilities. Shuttle bus service schedules (including daily pickup times, locations and destinations) will be published in Cognates (the daily show newspaper available during the meeting) and will be available onsite. Complimentary bus service is provided by Gale Cengage Learning. Don't forget to stop by Booth 1732 and say thanks for the lift!

HOTEL MAP



- 1 Westin Boston Waterfront**
ALA Headquarters
425 Summer Street
- 2 Boston Marriott Copley**
ALA Co-Headquarters
110 Huntington Avenue
- 3 Renaissance Boston Waterfront**
ALA Co-Headquarters
606 Congress Street
- 4 Boston Park Plaza**
50 Park Plaza at Arlington Street

- 5 Courtyard Boston Tremont**
275 Tremont Street
- 6 Fairmont Copley Plaza**
138 St. James Avenue
- 7 Four Seasons Boston**
200 Boylston Street
- 8 Hilton Boston Financial District**
89 Broad Street
- 9 Hyatt Regency Boston**
1 Avenue de Lafayette

- 10 Intercontinental Boston**
510 Atlantic Avenue
- 11 Omni Parker House**
60 School Street
- 12 Seaport Hotel**
200 Seaport Blvd
- 13 Sheraton Boston Hotel**
39 Dalton Street
- 14 Westin Copley Place**
10 Huntington Ave

HOTEL INFORMATION



HOTEL

**SINGLE/
DOUBLE**

**TRIPLE/
QUAD**

1	Westin Boston Waterfront (Headquarters) BC, F, H, IN (WI/FI & HS), IP, RS, SF	\$173/\$173	\$193/\$213
2	Boston Marriott Copley (Co-Headquarter) BC, F, H, IN (WI/FI & HS) IP, RS, SF	\$159/\$159	\$179/\$199
3	Renaissance Boston Waterfront (Co-Headquarter) BC, F, H, IN (WI/FI & HS) IP, RS, SF	\$169/\$169	\$189/\$209
4	Boston Park Plaza BC, H, IN (HS), RS, SF	\$149/\$149	\$169/\$189
5	Courtyard Boston Tremont BC, F, H, IN (WI/FI & HS COMP) SF, No Room Service	\$135/\$155	\$175/\$195
6	Fairmont Copley Plaza BC, F, H, IN (WI/FI & HS), RS, SF	\$165/\$165	\$195/\$225
7	Four Seasons Boston BC, F, H, IN (HS), IP, RS, SF	\$175/\$175	\$175/\$175
8	Hilton Boston Financial District BC, F, H, IN (WI/FI & HS), RS, SF	\$159/\$159	\$179/\$199
9	Hyatt Regency Boston BC, F, H, IN (WI/FI & HS) IP, RS, SF	\$159/\$159	\$209/\$234
10	Intercontinental Boston BC, F, H, IN (WI/FI & HS) IP, RS, SF	\$168/\$168	\$203/\$238
11	Omni Parker House BC, F, H, IN (HS COMP), RS, SF	\$149/\$149	\$179/\$209
12	Seaport Hotel BC, F, H, IN (WI/FI & HS COMP) IP, RS, SF	\$162/\$162	\$187/\$212
13	Sheraton Boston Hotel BC, F, H, IN (HS) IP, RS, SF	\$149/\$169	\$189/\$209
14	Westin Copley Place BC, F, H, IN (HS), IP, RS, SF	\$165/\$185	\$205/\$225

Amenities Key

AT=complimentary airport transportation; **BC**=business center; **CAT** = complimentary airport transfer; **CB**=continental breakfast included; **F**=fitness center; **FB**=full breakfast included; **H**=handicapped accessible rooms; **HB**=hot breakfast; **HS**=high speed internet access; **IN**=internet in room; **IP**= indoor pool; **OP**=outdoor pool; **RS**=room service; **SA**=smoking rooms available; **SF**=smoke free hotel; **WI**=wireless internet access
Note: All hotels are smoke free properties.



ADVANCE REGISTRATION & HOUSING INFORMATION

JANUARY 15-19, 2010 - MIDWINTER MEETING, BOSTON, MA

Conference registration is now required to make a housing reservation. Advance rate deadline is December 4, 2009. After December 4, 2009, onsite rates will apply but you may still register online.

MEETING REGISTRATION FEES

WEEKLY FEES	ADVANCE BY DEC. 4	FINAL ADVANCE/ ONSITE
ALA Personal Member* / Division Member*/Retired Member*	\$165	\$190
ALA Student Member**	\$65	\$87
Non Member	\$245	\$300
Exhibits Only Badge	\$25	\$25
Exhibits Supreme Badge	\$50	\$50

*must show proof of ALA membership

**must show proof of ALA library student membership

Daily Fees (Paid onsite only)

ALA Personal Member* / Division Member*/Retired Member*	\$135
ALA Student Member**	\$62
Non Member	\$205

Daily fees are available onsite only, and allow an attendee to register for just one day of the meeting.

ADVANCE REGISTRATION

To register, print or type and complete all sections of the form that follows. You may register for all listed events and pay with one check. Use one form per person for full registration or exhibit badges only. Registration forms must be received or electronically submitted by December 4, 2009, to receive the Advance rate. Forms received after December 4 will be charged the onsite rate. Mail early to meet the deadline. Onsite registration rates apply after December 4, 2009.

JOIN ALA AND SAVE

Join ALA as a regular, student, international or retired member and save as much as 30% off your registration! Call 800-545-2433, option 5 or visit www.ala.org/membership to join today. (Printed membership application and registration form must be submitted at the same time.)

THREE WAYS TO REGISTER Sorry, no phone registration

BY MAIL

Send your completed registration form with payment to:
ALA Advance Registration
568 Atrium Drive
Vernon Hills, IL 60061

BY FAX

If you pay with a credit card you may fax your completed registration form 24 hours a day by dialing 800-521-6017 or Local 847-996-5401. Note: Do not mail form if previously faxed. Send fax only once.

ONLINE

If you pay with a credit card, you can complete the online registration form located at <http://www.ala.org/midwinter>.

Please note: we will no longer accept purchase orders as payment onsite. If paying by purchase order, they must be received by the Advance Registration deadline of December 4, 2009.

EXHIBITS ONLY AND EXHIBITS

SUPREME REGISTRATION

Visit the exhibits only for \$25 in advance by completing the registration form on the next page. Exhibits Only registrations are good for all days of the exhibits. (Friday evening and Saturday-Monday) Exhibits Supreme badges are \$50 and include all days of the exhibits, plus admittance to the Sunrise Speaker Series. No refunds for "Exhibits Only" or "Exhibits Supreme" registration. Exhibits Only and Exhibits Supreme badges will be available onsite. Use one form per person for Exhibits Only and Exhibits Supreme badges. Requests for multiple Exhibits Only and Exhibits Supreme badges will not be honored if sent on only one form.

PAYMENT

Include full payment with your registration. Registrations without valid form of payment cannot be processed. Make checks payable to the American Library Association or charge your VISA, MasterCard or American Express. Fees in U.S. dollars.

CONFIRMATIONS

Experient, the ALA Registration & Housing Headquarters will e-mail or mail a registration and housing confirmation. If you do not receive a written confirmation within one week, please e-mail or call Experient's Customer Service Center at ala@experient-inc.com or 800-974-3084 or Local 847-996-5876 to verify the status of your registration and housing.

BADGES

If registration is received by December 4, 2009, your badge will be mailed to you no later than two weeks before the conference. Badges will not be sent to countries other than the U.S. and Canada. Residents of other nations may pick up badges at the Will Call Counter in the Boston Conference and Exhibition Center.

REFUNDS AND CANCELLATIONS

Name substitutions are welcome at any time. Otherwise, registration cancellations **must be made in writing and postmarked or faxed by December 4, 2009**. Cancellations will result in a full refund less a \$25 processing fee. No phone cancellations will be accepted. No refunds for cancellations postmarked after December 4, 2009. No "Exhibits Only" or "Exhibits Supreme" refunds. Send cancellations to **Experient, 568 Atrium Drive, Vernon Hills, IL 60061** or e-mail ala@experient-inc.com.

CHILDREN'S POLICY

Strollers are permitted on the exhibit floor, but only if there is a child in them at all times. Unescorted children are not permitted on the exhibit floor. Children under the age of five must be restrained at all times (stroller, back pack, etc.). Any child over the age of five must have an "Exhibits Only" badge to be admitted to the exhibit floor. These badges are available at onsite registration for \$25. An adult must accompany all children under the age of 16.

PHOTOS

Your registration constitutes permission to utilize photos taken of you at the event for news, promotion and similar purposes.



ADVANCE REGISTRATION & HOUSING FORM

January 15-19, 2010 - Midwinter Meeting, Boston, MA
Advance Registration Deadline is December 4, 2009

REGISTRANT INFORMATION: All mailings concerning the Midwinter Meeting will be sent to you at the address provided below:

Member Number _____
Name: First _____
Last _____
Position Title _____
Organization Name _____
Address _____
City _____
State _____ Zip Code _____
Country _____ Daytime Phone _____
Fax Number _____ Email _____

IS THE ABOVE MAILING ADDRESS: ☐ HOME ☐ WORK

☐ I AM A FIRST-TIME ATTENDEE

Attendees may receive exciting advance information from exhibitors like invitations, contests and other hot news.

COUNT ME IN! ☐ YES ☐ NO

BADGE INFORMATION: Complete the information below, abbreviating as needed. Write clearly and please do not exceed the maximum characters.

FIRST NAME
(15 characters) _____

LAST NAME
(15 characters) _____

INSTITUTE/ORGANIZATION
(25 characters) _____

CITY _____ **STATE** _____
(25 characters)

IF YOU HAVE A PHYSICAL OR COMMUNICATION NEED that may affect your participation in Midwinter Meeting activities, please contact Michelle Visel at mvisel@ala.org, 312-280-3225 no later than December 4, 2009. We cannot ensure the availability of appropriate accommodations without prior notification of need.

☐ I have a special physical or communications need and will contact Michelle Visel at mvisel@ala.org, 312-280-3225 to discuss accommodations, no later than December 4, 2009.



ADVANCE REGISTRATION & HOUSING FORM

PAGE 2

DEADLINE FOR ADVANCE REGISTRATION IS DECEMBER 4, 2009

SECTION I. MIDWINTER MEETING REGISTRATION

Please check off your selection and insert the appropriate fee in "Amount Due."

REGISTRATION TYPE	BY DECEMBER 4	FINAL ADVANCE/ONSITE	AMOUNT DUE
ALA Personal Member*/Division Member*/Retired Member*	<input type="checkbox"/> \$165	<input type="checkbox"/> \$190	\$
ALA Student Member**	<input type="checkbox"/> \$65	<input type="checkbox"/> \$87	\$
Non-Member	<input type="checkbox"/> \$245	<input type="checkbox"/> \$300	\$
Exhibits Only Badge	<input type="checkbox"/> \$25	<input type="checkbox"/> \$25	\$
Exhibits Supreme	<input type="checkbox"/> \$50	<input type="checkbox"/> \$50	\$

All fees in US Dollars

*must show proof of ALA membership

**must show proof of ALA library student membership

TOTAL FROM SECTION I: \$ _____

SECTION II. INSTITUTES AND OPTIONAL EVENTS

Include the event code, the price of your event and the number of tickets you wish to purchase, then put the final amount in the "Amount Due" column. Add up all your events and put that amount in the "Total from Section II" column. Please print clearly.

EVENT CODE	PRICE PER TICKET	# OF TICKETS	AMOUNT DUE
	\$	x	= \$
	\$	x	= \$
	\$	x	= \$
	\$	x	= \$
	\$	x	= \$

TOTAL FROM SECTION II: \$ _____

SURVEY:

Please complete the survey, circling one item per category (circle one)

01 PRINCIPAL PRODUCT INTEREST

- 01 Book, Periodicals, Documents
- 02 Library Automation
- 03 Equipment, Furniture, Shelving
- 04 A/V Equipment/ Materials
- 05 Services
- 06 Other Products and Services

02 PURCHASING DECISION-MAKING ROLE

- 01 Final
- 02 Specify
- 03 Recommend
- 04 No Role

03 PURCHASING PLANS NEXT 12 MOS.

- 01 \$0-49,999
- 02 \$50-99,999
- 03 \$100-249,999
- 04 \$350-499,999
- 05 \$500-999,999
- 06 \$1 million +

04 OPERATING EXPENDITURES

- 01 \$0-499,999
- 02 \$500-999,999
- 03 \$1 mil-1,999,999
- 04 \$2 mil-4,999,999
- 05 \$5 mil +





INSTITUTES AND OPTIONAL EVENTS

BRINGIN' 'EM ON! 21ST-CENTURY SKILLS ALIGNING WITH STANDARDS

AASL, Type of Event: Institute

Friday, January 15, 8:30 am – 3:15 pm

What are the skill sets students will need to have in their future? How do we empower students to address the world that they face? How do we align standards with these new skill sets? In this full day comprehensive workshop, realize the skills that your students need to possess in order to address the world in which they live. The differences and similarities of the Partnership for 21st Century Skills standards and the AASL Standards for the 21st-Century Learner will be explored while building knowledge of how they align. By the end of this hands on workshop, participants will have created a custom plan of action to collaborate and bring 21st century skills to their school or district.

Speaker: Pam Berger

Advance Tickets: ALA Member \$219.00, Division Member (AASL) \$179.00, Retired Member \$179.00, Student Member \$159.00, Non-Member \$269.00

Onsite Tickets: ALA Member \$229.00, Division Member (AASL) \$189.00, Retired Member \$189.00, Student Member \$169.00, Non-Member \$279.00

Event Code: AAS1

TEXT MESSAGING, TWITTER, AND LIBRARIES

ACRL, Type of Event: Institute

Friday, January 15, 1:00 – 4:30 pm

Text messaging (also known as SMS) is one of the most popular mobile methods for communication, and our 21st century patrons expect information on the go by SMS. Learn how libraries are leveraging SMS, its various roles in scholarly communication, and its value for libraries. Find out how to create and assess SMS services, consider practical managerial and technical considerations, and the skills necessary for librarians to create and manage SMS reference programs. The workshop will also examine the various uses of Twitter, the increasingly popular micro-blog. Learn about basic and advanced applications of micro-blogs for extending and enhancing academic library services and collections. Hear about locally developed standards and suggested best practices for creating and maintaining a variety of services with Twitter for academic and research libraries. Explore solutions to the complex management issues for engaging library patrons in this cutting edge venue.

Speaker: Joe Murphy, Science Librarian, Coordinator of Instruction and Technology, Yale University

Advance Tickets: ALA Member \$235.00, Division Member (ACRL) \$195.00, Retired Member \$195.00, Student Member \$95.00, Non-Member \$275.00

Onsite Tickets: ALA Member \$235.00, Division Member (ACRL) \$195.00, Retired Member \$195.00, Student Member \$95.00, Non-Member \$275.00

Event Code: ACR1

ANYTIME, ANYWHERE, ANY DEVICE: DEVELOPING A MOBILE WEBSITE FOR YOUR LIBRARY

ACRL, Type of Event: Institute

Friday, January 15, 1:00 – 4:30 pm

Mobile is everywhere! Is your library? While numerous commercial websites are now offering mobile versions to users (Google, Amazon, BBC, Starbucks), only a comparative handful of libraries have transitioned their library website to the mobile environment. The good news: planning and implementing a mobile website for your library can be painless. Get an overview of the current state of mobile technologies both within and outside of libraries, and learn how to launch a mobile library website. Participants will develop a project plan to take back to their own library, as well as tips on getting buy-in from administration and staff, and on marketing the site to patrons.

Speakers: Courtney Greene, Instruction & Online Learning Librarian, DePaul University; Missy Roser, Reference & Instruction Librarian, DePaul University; Beth Ruane, Outreach & Reference Services Librarian, DePaul University

Advance Tickets: ALA Member \$235.00, Division Member (ACRL) \$195.00, Retired Member \$195.00, Student Member \$95.00, Non-Member \$275.00

Onsite Tickets: ALA Member \$235.00, Division Member (ACRL) \$195.00, Retired Member \$195.00, Student Member \$95.00, Non-Member \$275.00

Event Code: ACR2

CAREERS IN FEDERAL LIBRARIES

ALA FAFLRT, Type of Event: Optional

Friday, January 15, 9:00 am – 3:30 pm

Looking for a job as a federal information professional? Did you know that the average annual salary for all librarians in the Federal Government in non-supervisory, supervisory, and managerial positions was \$80,873 in 2007? Join us to learn tips and practical advice from federal librarians working in a variety of federal agencies. Discover opportunities for internships, practicums, field experiences, and fellowships. Co-sponsors include FLICC and the LSU School of Library and Information Science.

Advance Tickets: Free (registration is required)

Onsite Tickets: Free (registration is required)

Event Code: ALA1

LIVING DIGITAL: THE FUTURE OF INFORMATION AND THE ROLE OF THE LIBRARY

ALCTS, Type of Event: Institute

Thursday, January 14, 8:30 am – 5:00 pm

Access to information is the library's bread and butter but libraries also collaborate with other entities within the global information environment. This symposium will prepare institutions to adapt to new information ecologies and explore how information might be conveyed in the future and the role libraries and their partners must play in providing access to increasing quantities of information. It will be the perfect complement to the Friday symposium "And Now for Something Completely Different."

Speakers: John Palfrey – Henry N. Ess III Professor of Law and Vice Dean for Library and Information Resources at Harvard Law School, and co-author of "Born Digital: Understanding the First Generation of Digital Natives"; John Wilkin – Associate University

Advance Tickets: ALA Member \$269.00, Division Member (ALCTS) \$219.00, Round table Member \$269.00, Retired Member \$99.00, Student Member \$99.00, Non-Member \$319.00

Onsite Tickets: ALA Member \$319.00, Division Member (ALCTS) \$269.00, Round table Member \$319.00, Retired Member \$99.00, Student Member \$99.00, Non-Member \$369.00, **Event Code: ALC1**

2 Day Tickets (ALC1 and ALC2): ALA Member 2 day Advance and Onsite \$399.00, Division Member (ALCTS) 2 day Advance and Onsite \$349.00, Round Table Member 2 day Advance and Onsite \$399.00, Retired Member 2 day Advance and Onsite \$198, Student Member 2 day Advance and Onsite \$198, Non-Member 2 day Advance and Onsite \$419

Event Code: ALC3

ALCTS FRIDAY SYMPOSIUM AND NOW FOR SOMETHING COMPLETELY DIFFERENT: OUR FUTURE FROM OUTSIDE THE BOX

ALCTS, Type of Event: Institute

Friday, January 15, 8:30 am – 5:00 pm

Several "cutting edge" thinkers, from outside the profession, will prepare short opinion pieces on future trends/issues/developments that are likely to impact research, instruction, and scholarly communication. These essays will serve as the foundation for panel discussions between some of these thinkers, selected respondents, and attendees on emerging roles for libraries and librarians, particularly collections and technical services librarians. This symposium will build upon the themes developed in the ALCTS Symposium, "Living Digital."

Advance Tickets: ALA Member \$269.00, Division Member (ALCTS) \$219.00, Round Table Member \$269.00, Retired Member \$99.00, Stu-

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dent Member \$99.00, Non-Member \$319.00

Onsite Tickets: ALA Member \$319.00, Division Member (ALCTS) \$269.00, Round Table Member \$319.00, Retired Member \$99.00, Student Member \$99.00, Non-Member \$369.00, **Event Code: ALC2**

2 Day Tickets (includes ALC1 and ALC2): ALA Member 2 day Advance and Onsite \$399.00, Division Member (ALCTS) 2 day Advance and Onsite \$349.00, Round Table Member 2 day Advance and Onsite \$399.00, Retired Member 2 day Advance and Onsite \$198, Student Member 2 day Advance and Onsite \$198, Non-Member 2 day Advance and Onsite \$419 **Event Code: ALC3**

ALTAFF GALA AUTHOR TEA

ALTAFF, Type of Event: Optional

Monday, January 18, 2:00 – 4:00 pm

Join four bestselling authors at this traditional event formerly sponsored by Friends of Libraries U.S.A. Get a chance to hear these authors discuss their work while attendees enjoy finger sandwiches, tea, and pastries. A book signing will follow with many books given away free while others are sold at a generous discount. Purchase tickets early—this event sold out in Chicago!

Speaker: Janice Y. K. Lee, author of *The Piano Teacher*

Advance Tickets: ALA Member \$35.00, Division Member (ALTAFF) \$30.00, Round Table Member \$35.00, Retired Member \$35.00, Student Member \$35.00, Non-Member \$35.00

Onsite Tickets: ALA Member \$45.00, Division Member (ALTAFF) \$45.00, Round Table Member \$45.00, Retired Member \$45.00, Student Member \$45.00, Non-member \$45.00 **Event Code: ALT1**

ALTAFF PRESIDENT'S— WE ARE FAMILY RECEPTION

ALTAFF, Type of Event: Optional

Friday, January 15, 6:00 – 8:30 pm

Join ALTAFF president Rose Mosely for a lively reception that includes heavy hors d'oeuvres, wine, beer, soft drinks and dancing!

Advance Tickets: \$60, Onsite Tickets: \$65 **Event Code: ALT2**

ASSEMBLING A CONSULTING TOOLKIT: WHAT YOU NEED TO KNOW TO BECOME A SUCCESSFUL LIBRARY CONSULTANT

ASCLA, Type of Event: Institute

Friday, January 15, 9:00 am – 5:00 pm

Are you looking for a change of pace in your profession, and ready to strike out on your own? Are you approaching retirement but looking for a flexible way to maintain employment? If you're considering library consulting as your next career, don't miss this full-day event designed to prepare you for library consulting success. Seasoned consultants and ASCLA members Nancy Bolt and Sara Laughlin will present an overview of the consultant's role

and guide you through a self-assessment to uncover your consulting potential. Participants will then work together in an active and engaging format to identify consulting opportunities in the library marketplace and how to align them with their experience and skills. Practical marketing tips and business management strategies are just a few of this event's takeaways, which will prepare you to begin—or continue—a successful consulting career.

Speakers: Sara Laughlin, director, Monroe County (Ind.) Public Library Reference Department; Nancy Bolt, president, Nancy Bolt & Associates

Advance Tickets: ALA Member \$195.00, Division Member (ASCLA) \$195.00, Retired Member \$145.00, Student Member \$145.00, Non-Member \$225.00

Onsite Tickets: ALA Member \$225.00, Division Member (ASCLA) \$225.00, Retired Member \$170.00, Student Member \$170.00, Non-Member \$260.00

Event Code: ASC1

BREAKING DOWN BARRIERS: BEST PRACTICES IN UNIVERSAL DESIGN FOR LIBRARIES

ASCLA, Type of Event: Institute

Friday, January 15, 8:00 am – 1:00 pm

As a result of the economic crisis, people are finding their way to libraries in record numbers to take advantage of the unique opportunities, experiences and services available there. Knowing that these patrons include a large proportion of people with some functional differences, how do libraries design their physical, communication and information environments to minimize limitations and maximize everyone's experience? This intensive half-day institute presented by ASCLA in partnership with the Institute for Human-Centered Design offers an array of information about best practices in universal design, including opportunities for experiential learning. The agenda includes a forum in which you can present your library's universal design problem or aspiration and receive on-the-spot consultation and solutions.

Speakers: TBA

Advance Tickets: ALA Member \$155.00, Division Member (ASCLA) \$155.00, Retired Member \$120.00, Student Member \$120.00, Non-Member \$155.00

Onsite Tickets: ALA Member \$185.00, Division Member (ASCLA) \$185.00, Retired Member \$145.00, Student Member \$145.00, Non-Member \$185.00

Event Code: ASC2

CHAPTER LEADERS ORIENTATION -

Chapter Relations Committee,

Type of Event: Optional

Friday, January 15, 9:30 am – 4:00 pm

The Orientation for Chapter Leaders Workshop, presented by the ALA Chapter Relations Committee at each ALA Midwinter and Annual, provides a great opportunity for Chapter Leaders (especially incoming leaders) to meet together and discuss a full agenda on topics to help pre-

pare you to lead your association. Presentation areas will include Membership Development, Organizational Excellence, New Revenue Ideas, Media Training, and Advocacy. This event requires advance registration and includes lunch.

Advance Tickets: ALA Member \$70, Division Member (any division) \$60, Retired Member \$40, Student Member \$50, Non-Member \$70 **Event Code: CHR1**

WRITING FOR THE WEB

LITA, Type of Event: Institute

Friday, January 15, 2010, 9:00 am – 4:30 pm

Learn how to present text and words on a webpage in ways that enhance findability and readability of webpage content. You have the opportunity to receive feedback on your own writing during the workshop and critique web copy on sites selected by the presenter.

Speakers: Brenda Reeb, Head, Business & Government Information Library, University of Rochester, River Campus Libraries

Advance Tickets: ALA Member \$315.00, Division Member (LITA) \$220.00, Retired Member \$220.00, Student Member \$220.00, Non-Member \$495.00

Onsite Tickets: ALA Member \$315.00, Division Member (LITA) \$220.00, Retired Member \$220.00, Student Member \$220.00, Non-Member \$495.00

Event Code: LIT1

CREATING LIBRARY WEB SERVICES: MASHUPS AND APIS

LITA, Type of Event: Institute

Friday, January 15, 9:00 am – 4:30 pm

del.icio.us subject guides, Flickr library displays, YouTube library orientation; with mashups and APIs, it's easier to bring pieces of the web together with library data. Learn what an API is and what it does, the components of web services, how to build a mashup, how to work with PHP, and how to create web services for your library. Participants should be comfortable with HTML markup and have an interest in learning about web scripting and programming and are encouraged to bring a laptop for hands-on participation.

Speaker: Karen Coombs, University of Houston
Advance Tickets: ALA Member \$315.00, Division Member (LITA) \$220.00, Retired Member \$220.00, Student Member \$220.00, Non-Member \$495.00

Onsite Tickets: ALA Member \$315.00, Division Member (LITA) \$220.00, Retired Member \$220.00, Student Member \$220.00, Non-Member \$495.00

Event Code: LIT2

THE COMPLEX EDIFICE

LLAMA, Type of Event: Institute

Friday, January 15, 9:00 am – 4:30 pm

This one-day workshop provides the tools needed to evaluate a library's existing capital facilities and determine what improvements may be needed. Case studies from recent library projects will illustrate building alternatives of remodeling, renovation, expansion, or new

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construction. Learning objectives include:

- Building a team to determine library needs and serve as advocates for the project
- Selecting architects and engineers
- Understanding technology needs and building requirements
- Managing post-occupancy evaluation

Speaker: William W. Sannwald was Director of the San Diego Public Library and a number of public and special libraries. He now teaches upper-division and MBA classes in the Business School at San Diego State University. Sannwald has acted as the owner's representative or consultant on over 50 library building projects, and is the author of the Checklist of Library Building Considerations, which was recently published (5th edition) by ALA Editions.

Advance Tickets: ALA Member \$265.00, Division Member (LLAMA) \$215.00, Retired Member \$265.00, Student Member \$125.00, Non-Member \$365.00

Onsite Tickets: ALA Member \$265.00, Division Member (LLAMA) \$215.00, Retired Member \$265.00, Student Member \$125.00, Non-Member \$365.00

Event Code: LLA1

SUPERVISORY TRAINING

LLAMA, Type of Event: Institute

Friday, January 15, 9:00 am – 4:30 pm

This program will focus on a number of topics critical to the success of current and aspiring library leaders and managers, including:

- Supervision without micromanagement
- Positive reinforcement and workplace coaching
- Evaluation, discipline and termination
- Special issues: student workers, volunteers, unions, tenured faculty

Session participants will have the option to continue their learning through an online communication forum and special online courses designed to share the lessons learned, and their application to real-life situations.

Speaker: Julie Todaro, is an educator, trainer and consultant, with more than 30 years of experience in library and information environments, including twenty years as an academic library manager, eight years as a public library manager, and an all-level lifetime certificate in school librarianship. She has presented more than 150 workshops on management and leadership, organizational development, staff development and other management issues. She holds a master's degree in library science from the University of Texas at Austin and a doctorate in library service from Columbia University in New York City.

Advance Tickets: ALA Member \$265.00, Division Member (LLAMA) \$215.00, Retired Member \$265.00, Student Member \$125.00, Non-Member \$365.00

Onsite Tickets: ALA Member \$265.00, Division Member (LLAMA) \$215.00, Retired Member \$265.00, Student Member \$125.00, Non-Member \$365.00

Event Code: LLA2

SURVIVING IN A TOUGH ECONOMY: AN ADVOCACY INSTITUTE WORKSHOP

OLA, Type of Event: Institute

Friday, January 15, 2010, 1:30 pm – 5:00 pm

Can libraries make it through the economic crisis? Yes, we can! Learn how some libraries can survive—and even thrive—during a tough economy. Hear success stories, get the latest tips, and learn how to better advocate for your library in this difficult financial time. Breakout sessions will focus on budgets, coalition building, and more.

Speakers: TBA

Advance Tickets: \$25.00

Onsite Tickets: \$50.00

Event Code: OLA1

THE GENEALOGY REFERENCE DESK: WHERE EVERYBODY KNOWS YOUR NAME

RUSA History Section (HS),

Type of Event: Institute

Friday, January 15, 8:30 am – 5:00 pm

Genealogical research skills and tools are a vital resource for any library providing reference services. They're particularly important in public libraries, where genealogy remains one of the most time-consuming reference duties—especially for generalist desks or libraries without genealogy or history specialists on staff—and in academic libraries, where genealogy sources are often the primary tools for helping students with local history projects. This full day workshop will focus on the “nitty-gritty” of genealogy research. New reference librarians will benefit from the fundamental tools presented at this event; experienced genealogy librarians will find it to be an excellent refresher. The skills and resources at the core of this event are relevant to all attendees, no matter the locale of their patron's interest.

Advance Tickets: ALA Member \$145.00, Division Member (RUSA) \$100.00, Retired Member \$75.00, Student Member \$75.00, Non-member \$220.00

Onsite Tickets: ALA Member \$170.00, Division Member (RUSA) \$125.00, Retired Member \$100.00, Student Member \$100.00, Non-member \$245.00

Event Code: RUS1

GAMES, GADGETS & GURUS

YALSA, Type of Event: Optional

Friday, January 15, 8:00 – 10:00 pm

Spend a fun evening networking with colleagues and learning new skills to take back to your library! Come play games—both board and video; demo gadgets—like e-readers, mobile phones, digital audio recorders, video cameras and the latest software; and take advantage of the opportunity to chat one-on-one with a tech guru who will work with you to troubleshoot your most pressing tech problem. Refreshments and door prizes will be available.

Advance Tickets: ALA Member \$40.00, Division Member (YALSA) \$40.00, Round Table Mem-

ber \$40.00, Retired Member \$40.00, Student Member \$40.00, Non-member \$40.00

Onsite Tickets: ALA Member \$40.00, Division Member (YALSA) \$40.00, Round Table \$40.00, Retired Member \$40.00, Student Member \$40.00, Non-member \$40.00

Event Code: YAL1

Register for Games, Gadgets, & Gurus together with Libraries 3.0: Teen Edition and SAVE!

ALA Member: \$255, YALSA Member: \$215; Retired Member: \$215; Student Member: \$215. Non-Member: \$300. No onsite tickets will be available.

Event Code: YAL3

LIBRARIES 3.0: TEEN EDITION

YALSA, Type of Event: Institute

Friday, January 15, 9:00 am – 5:00 pm

Join YALSA for “Libraries 3.0: Teen Edition” to help you prepare for delivering excellent library services and resources to teens now and into the future. Explore the topic through a panel discussion about social media and mobile library services as well as a presentation by a futurist. Author and blogger, Cory Doctorow, will also participate via Skype. For the most up to date list of speakers, visit: wikis.ala.org/yalsa. Lunch is included with registration.

Advance Tickets: ALA Member \$235.00, Division Member (YALSA) \$195.00, Retired Member \$195.00, Student Member \$195.00, Non-member \$285.00

Onsite Tickets: No Onsite Tickets

Event Code: YAL2

Register for Libraries 3.0: Teen Edition together with Games, Gadgets, & Gurus and SAVE!

ALA Member: \$255; YALSA Member: \$215; Retired Member: \$215; Student Member: \$215. Non-Member: \$300. No onsite tickets will be available.

Event Code: YAL3



ALA Calls for Public Option in Health Care Reform

ALA is voicing its support for including a public option in health care reform legislation and for a single-payer option.

ALA Washington Office Executive Director Emily Sheketoff said in an August 19 letter to Congress that the Association believes removing public options, including potential cooperative arrangements, from the final legislation would not accomplish the strong reform needed.

“Like every segment of our society,

our nation’s library budgets are being outpaced and even consumed with increasing costs of health care,” Sheketoff said. “With the vast majority of librarians and library workers employed in the public sector, the rising cost of providing health insurance has placed enormous burdens on state and local governments. This makes it increasingly difficult for them to adequately fund libraries—and threatens our ability to serve the public.”

A resolution passed by ALA’s gov-

erning Council in July during the Association’s Annual Conference in Chicago states that “the ever-increasing expense of health care benefits continues to inhibit the ability of libraries to create career opportunities for librarians and library workers, stunts improvements in wages and thereby threatens the future of our profession and our libraries.”

“Libraries must be able to offer affordable and comprehensive health care insurance to assure healthy employees, to manage library budgets, and to promote healthy communities that our libraries serve,” Sheketoff added. “We need a public option to make this happen.”

LANDMARK DESIGNATION



Jackson/Hinds (Miss.) Library System’s Eudora Welty branch has joined the more than 100 historic homes, libraries, and museum collections on ALA’s Association for Library Trustees, Advocates, Friends, and Foundations Literary Landmark Register. The honor, bestowed as part of the Welty centennial, was attended by Welty’s niece Mary Alice White (far left) and members of Friends of Mississippi Libraries, the Jackson Friends, and the state library commission.

Book Censorship Map Available Online

Censorship in the United States is not limited to isolated pockets of the country. A new online map of book censorship, available on the ALA Office for Intellectual Freedom Banned Books Week (BBW) site at www.bannedbooksweek.org, shows that no area is immune from what has become a national trend.

The Google map displays more than 120 book challenges—from Maine to Florida and from Long Island, New York, to San Francisco—that have occurred since the beginning of 2007.

The cases have been documented by ALA and the Kids’ Right to Read Project, sponsored by the American Booksellers Foundation for Free Expression and the National Coalition Against Censorship.

OITP Seeks Broadband Stimulus Funds

ALA's Office for Information Technology Policy (OITP) in Washington, D.C. has filed an application seeking \$1.6 million from the National Telecommunications and Information Administration (NTIA) through the Broadband Technology Opportunities Program (BTOP). The money would fund the development of a set of resources to help librarians manage and plan broadband capacity.

"Many librarians have expressed a critical need for tutorials and online tools to help them understand and make decisions about increasing broadband

capabilities," said OITP Director Alan Inouye. "We can only hope that NTIA will see fit to fund this project, which would help libraries take advantage of BTOP and other investments directed towards improving the nation's broadband infrastructure."

The Chief Officers of State Library Agencies and individual state librarians, the Center for Library and Information Innovation at the University of Maryland, the Information Institute at Florida State University, and state library associations through ALA's Chapter Relations Office would partner in the project.

The BBW website was launched in 2008 to highlight the displays and events that are mounted by hundreds of bookstores and libraries during BBW, the only national celebration of the freedom to read. It includes a state-by-state listing to help people find displays and events in their area.

Bookstores and libraries may submit information about their BBW events by visiting www.bannedbookweek.org/signup/.

Race to the Top Fund Omits School Libraries

ALA has filed comments with the U.S. Department of Education regarding the Race to the Top Fund, a one-time grant program funded through the American Recovery and Reinvestment Act that aims to encourage and reward states that are leading education innovation and reform.

In an August 28 letter to Department of Education Secretary Arne Duncan, ALA Washington Office Executive Director Emily Sheketoff highlighted the need to acknowl-

edge the role that school libraries play in a student's education and to encourage states submitting grant proposals to include resources for school libraries. The comments also called for an increase in the number of school libraries served by state-licensed school librarians.

California Site of 2010 Arbuthnot Lecture

The Riverside County (Calif.) Library System will host the 2010 Association for Library Service to Children May Hill Arbuthnot Lecture to be delivered by Kathleen T. Horning, director of the University of Wisconsin-Madison's Cooperative Children's Book Center.

The lecture will be held in the spring. Information about the exact date and how to obtain tickets will be posted, when available, at www.ala.org/alsc.

ALSC, Candlewick Press Offer Grant

ALA's Association for Library Service to Children (ALSC), in partnership with Candlewick Press, will

CALENDAR

ALA EVENTS

Oct. 7-9: Association of Bookmobile and Outreach Services Conference, Everett, Washington, www.abos-outreach.org.

Oct. 18-24: Teen Read Week, www.ala.org/yalsa.

Nov. 5-8: American Association of School Librarians National Conference, Charlotte, North Carolina, www.ala.org/aasl.

2010

Jan. 15-19: ALA Midwinter Meeting, Boston, www.ala.org/midwinter.

Mar. 23-27: Public Library Association National Conference, Portland, Oregon, www.ala.org/pla.

Apr. 11-17: National Library Week, www.ala.org/nlw.

Apr. 30: El día de los niños/El día de los libros (Children's Day/Book Day), www.ala.org/alsc.

offer the \$3,000 "Light the Way: Outreach to the Underserved" grant in 2010.

Originally intended to be a one-time honor in 2008, the award is presented again in recognition of Newbery Medalist and Geisel Award honoree Kate DiCamillo.

ALSC's Library Service to Special Population Children and Their Caregivers Committee will select the recipient, who will be announced in January during the ALA Midwinter Meeting in Boston. For more information, visit www.ala.org/alsc.

AASL Announces One Book Selection

ALA's American Association of School Librarians (AASL) has chosen *Born Digital: Understanding the First Generation of Digital Natives* (Basic Books, 2008) by John Palfrey and Urs Gasser as the One Book, One Conference selection for its 14th national conference, November 5–8, in Charlotte, North Carolina.

Through narratives, the book presents the lives of children born in the digital age, or “digital natives” as they are referred to in the book.

Conference attendees also have the opportunity to receive up to two hours of graduate credit through a program offered in conjunction with the University of Colorado at Denver's School of Education and Human Development Program.

The school is offering 0.5 to 2.0 graduate credits hours to attendees who submit a personal reflection and a log of their time before December. The fee is \$60 per credit hour. Registration is being accepted until November 19.

Visit www.ala.org/aasl/charlotte to register and for more information.

New Job Site Available

Developed by nine ALA units in collaboration with the ALA–Allied Professional Association, the new Get a Job! website at getajob.ala.org, offers job seekers advice, resources, best practices, and real-life examples.

The website launch was accelerated in response to the current urgency for members and library professionals seeking jobs. The site is a work-in-progress. As it evolves, it will include information specific to people seeking their first job, mid-career staff, and people changing professions. New material and

updates will be added regularly, including podcasts. Site users are encouraged to subscribe to the Get a

Job! RSS feed, Send an e-mail message with suggestions and experiences to gaj@ala.org. ■

THE ASSOCIATION'S ASSOCIATIONS: PLA

PLA 2010 PREPARATION

Two-time Pulitzer Prize-winning columnist Nicholas D. Kristof will keynote the opening general session for PLA 2010, the division's national conference, to be held March 23–27, 2010, in Portland, Oregon.

Joining Kristof will be bestselling author, social observer, and contributor to National Public Radio's *This American Life* Sarah Vowell, who will serve as closing session speaker.

In addition to these sessions, the conference will feature more than 150 continuing education programs, in excess of 800 exhibitors, talk tables, author events, and networking functions. Visit www.placonference.org for housing and registration information.



NEW MEDIA

Libraries Prosper: A Guide to Using the PLA Advocacy Toolkit by Sandra Nelson is now available. The first in PLA's Train the Trainer series, the electronic publication supports the previous publication *Libraries Prosper with Passion, Purpose, and Persuasion: A PLA Toolkit for Success*.

Designed for a one-day advocacy-training program, *Libraries Prosper* provides information to library trainers on how to apply the fundamental principles of advocacy to their own workshops.

Two poster kits, created by the West Bloomfield Township (Mich.) Public Library, called “75 of the Best Books for Young Children” and “100 Best Books to Read in Kindergarten,” are now available in packs of 25. The kits are designed for libraries to distribute to young readers.

“75 of the Best Books for Young Children” includes the best board and picture books to read to children from birth through preschool as well as guidelines for using the poster as well as the accompanying stickers.

“100 Best Books to Read in Kindergarten” contains classics and contemporary picture books to read aloud to kindergarten-age children.

Statistical Report 2009 is available in both print and database subscription formats. The annual publication provides quantitative information about technology, library resources, finances, and annual usage. The 2009 report also features the results of a special survey on public library facilities.

For more information, visit www.pla.org.

—Kathleen Hughes, manager, publications and editor, Public Libraries

Each month the Association's Associations spotlights the activities and agenda of one of ALA's divisions. Next month:

Reference and User Services Association

Flooded Louisville Library Reopens; Service Limited as Recovery Efforts Continue

Louisville (Ky.) Free Public Library's central facility, heavily damaged by a flood three weeks earlier, partially reopened August 27. Although limited to the facility's main floor, the reopening came 12 days earlier than the Labor Day target date.

Damage to the library from the August 4 flood, caused by torrential rains, is estimated at \$5 million. Up to six feet of water poured into the building's lower level, soaking some 50–60,000 books, destroying about 100 computers, and knocking out the building's mechanical systems. Three bookmobiles and three service vehicles were also ruined. The main library was the most heavily damaged building in the city's downtown area.

Library Director Craig Buthod explained that the public was restricted to the main floor because the fire alarms are inoperative, and the library was operating under a fire watch designed by fire marshals, in which security guards keep a lookout for signs of smoke from the basement and are prepared to evacuate patrons. In addition, the building's four elevators were still inoperative. Until the upper

floors reopen, which Buthod expected would happen in mid-September, staff was retrieving materials for patrons from the upper floors.

Buthod told *American Libraries* that services available

on the main floor included the children's room, public access computers, reference, and periodicals. A small fiction collection had also been set up there. Despite the limitations, Buthod said, "We're delighted to be open. The public was knocking on the doors."

The heavily damaged lower level, which contains the library's operations center and other nonpublic areas, as well as its auditorium, is not expected to reopen for months.

Less seriously damaged by the storm were the library's Shawnee and Iroquois branches, which lost some walls and computer equipment. Slight

damage also occurred at the Bon Air and Crescent Hill branches.

Most of the books that were lost were in transit between branches, largely popular titles that can be easily replaced, Buthod said. Staff scanned the barcodes of the ruined books to make a list for insurance purposes; an

official from the Federal Emergency Management Agency told him the inventory list was the most detailed he'd ever seen after a disaster.

Buthod expects that insurance will cover most of the costs of the renovations and replacements, although he noted that "the city's insurance operation is complex": The first \$250,000 in damage is cash-deductible and the next \$1 million

Some 50–60,000 books were soaked by up to six feet of water that poured into the building's lower level.

Up to six feet of
water poured into
the building's lower
level, soaking some
50–60,000 books,
destroying about
100 computers.

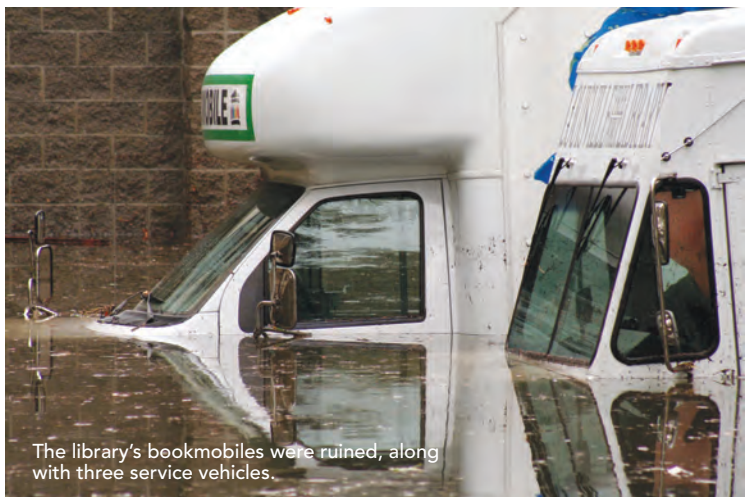


comes from the city's self-insurance, after which commercial coverage kicks in. The library was dealing with the insurance company and FEMA to determine what damage will be covered privately and what will be paid for by the agency.

The main lesson taken away from the disaster is to have good insurance, Buthod said. But equally important, he added, "You need to have smart people and rely on them." He said that although the library's computer servers had been under six feet of water, the information technology staff were still able to recover data from them.

The Library Foundation started a recovery fund shortly after the flood, and "almost immediately checks started pouring in," said Buthod. By early September the fund had reached \$100,000, including donations from 22 states. For information on how to donate, visit www.lfplfoundation.org or send checks to the Library Foundation, 301 York St., Louisville, KY 40203, Attn: Flood. —G.F.

Workers replace walls that had to be demolished after taking on floodwater.



The library's bookmobiles were ruined, along with three service vehicles.



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IMLS Grant Advance Saves Illinois Town's Library

The south suburban Chicago town of Robbins will continue to enjoy uninterrupted public library service thanks to the infusion of \$25,500 in emergency grant funding it was promised just days before a lack of revenue would have closed its doors as of September 1. The August 20 reprieve came two days after some 50 area residents joined Robbins Mayor Irene H. Brodie for a press conference held at the William Leonard Public Library, at which town officials and library patrons pleaded for donations to keep the library open until year's end.

A town whose average household income is \$24,000, Robbins was already struggling with dwindling property-tax revenues—the *Chicago Southtown Star* reported August 19 that 9% more property owners had defaulted on their taxes in 2008 than in 2007—when the Illinois State Library notified the state's nine multitype regional library systems August 12 to anticipate a 16% cut in state aid for FY2009. Multitype officials warned member libraries they would shortly be reexamining budget priorities, but the bottom line for Leonard Library Administrator Priscilla Coatney was having enough money to operate at all.

"Last year, I laid myself off for five weeks to keep this place running," she admitted, telling the *Star* that the town has "a lot of poor senior citizens who just can't afford to pay their taxes [as well as] other people who have been victims of the economy, just like anyplace else."

Some \$295,000 of the library's \$360,000 annual budget

comes from property taxes; Coatney's salary is \$35,000 a year.

Among those attending the press conference was 8-year-old Shawna Lewis, who told ABC affiliate WLS-TV the jist of what area children had written to President Barack Obama: "Please help us. I read and write and use the computer here every day. This is an emergency. I know you are very busy, but please don't let our library in Robbins, Illinois, close. Bail us out."

Coatney learned of the reprieve from her multitype, whose staff worked with Rep. Bobby L. Rush (D-Ill.) to release the library's IMLS funding ahead of schedule: \$10,000 by the end of August, another \$10,000 in September, and \$5,500 in October as a stopgap until Robbins officials receive property-tax payments collected by the county. In an

August 20 statement, Rush said that the local outcry underscores the Leonard Library's importance as "the life blood of the community." However, Coatney told the *Star* August 21 that the funds will be insufficient to pay her salary for the time being.

Other library supporters are offering help as well, including Miami Heat basketball star Dwyane Wade, who grew up in Robbins: He presented a check for \$25,000 September 10 from his Wade World Foundation. The library "is a place where kids can go and have an opportunity to learn more," he said in the September 9 *Chicago Sun-Times*. "Robbins is a small neighborhood, and without a library, there would be [fewer] opportunities." —B.G.

"Robbins is a small neighborhood, and without a library, there would be [fewer] opportunities."

ENCOURAGING THE COUNTRY'S FUTURE

President Barack Obama and U.S. Education Secretary Arne Duncan talk to a group of students in Arlington, Virginia's Wakefield High School library prior to delivering a nationwide speech on education September 8. The president's talk, which reportedly drew some 180,000 live viewers to the White House website, urged students to study hard and to stay in school, because "what you make of your education will decide nothing less than the future of this country."



Mondowney Accepts Detroit Top Post amid Cash-Flow Kerfuffle

Detroit Library Commission President Georgia A. Hill announced August 17 that Jo Anne Mondowney has accepted the top post at Detroit Public Library, effective August 24. Her appointment as director comes amid controversy raised in June over the city's redirection of tax money intended for library and public school employees to the city payroll and other obligations.

The *Detroit Free Press* raised questions about the library's funding in a June 20 article that reported Library

Commissioner Jonathan Kinloch as saying "library staff learned this week that the city spent \$6.2 million in property tax money that was supposed to go to the library," dating back to July of last year, a charge Kinloch said was "horrible, and it's illegal."

There was no comment from Mayor Dave Bing's office, and there has been no follow-up in the *Free Press*.

No stranger to city budget issues,

Mondowney has been director of the Flint (Mich.) Public Library for the past seven years and was formerly

with the Enoch Pratt Free Library in Baltimore, where she served as a marketing manager and special assistant to the ex-



"The '\$6.2 million' story is not quite what it seems."

—DPL Director Jo Anne Mondowney

ecutive director. She told *American Libraries* in July that she had decided to accept the Detroit post but was not ready for an interview about the financial situation. It was her understanding, however, "that the '\$6.2 million' story is not quite what it seems."

Mondowney is a member of the Library of Michigan's Library Services and Technology Act Advisory Council and the Advisory Board for the Library and Information Science Program at Wayne State University; she has also held committee positions with the American Library Association, including chair of the Budget Analysis and Review Committee. She received her master's of library science degree from Clark Atlanta University, and completed post-graduate work in advanced accounting at the University of Baltimore and services marketing from John Hopkins University.

Detroit Public Library is among the largest public libraries in the nation, and is the largest library system in Michigan, with 23 neighborhood branches and a current annual budget of \$44.3 million.

—L.K.

TAGGING IN THE CRESCENT CITY



Huge, hand-lettered READ signs adorn boarded storefronts around New Orleans, the apparent work of a graffiti artist identified only as Mr. Read, Read More Books, or the Booker. The black-and-white lettering, some as large as semi trucks, has been painted on plywood that protects unoccupied storefronts in the flood-ravaged Crescent City.

Hawaii Board Rejects Monthly Two-Day Closures, Furloughs

The Hawaii Board of Education failed to approve a proposal September 3 to address a \$5.7-million cut in funding by closing all public-library branches at least two days a month and furloughing employees twice a month. The plan also called for the elimination of 72 vacant job positions (which would curtail use of temporary workers in those posts), a reduction in operating hours, and intermittent temporary branch closures due to staff shortages.

The plan was submitted by State Librarian Richard Burns after the board rejected a proposal in July to permanently shut five branches and directed him to present a new plan to that did not include library closures.

The board voted 6–5 in favor of the new measure, but passage required seven votes. The *Honolulu Advertiser* reported September 4 that much of the opposition came from board members representing islands other than Oahu. Libraries on these “Neighbor Islands” have fewer permanent employees than urban Honolulu branches—in some cases as few as one or two—and they would have been forced to

close when staff members were sick or on vacation.

Meanwhile, the Friends of the Library of Hawaii is conducting a campaign calling for each of 1 million library users statewide to donate \$3, with the goal of raising \$3 million to prevent further cutbacks. Even before the September 2 launch, donations began pouring in: Friends Executive Director Byrde Cestare said in the September 3 *Advertiser* that the average contribution was \$20 but that checks for \$100, \$200, and \$250 arrived as well, raising more than \$1,500 by the first day.

The library system also plans to conduct its own fundraising effort, which will ask patrons to use pre-addressed envelopes available at library branches to donate any amount they want and designate which branch would receive the funds.

Board spokesman Alex Da Silva told the *Advertiser* that the board did not consider such donations in their discussion of the budget proposal. “You can’t base a financial plan on fundraising,” he said. —G.F.

Librarians Join AAUP Strike in Michigan; University Settles after Week of No Classes

In Rochester, Michigan, librarians, teachers, and students at Oakland University went back to school September 10, ending a week-long faculty strike that included a dozen tenure-track librarians from the Kresge Library.

The university administration and the faculty union reached a tentative agreement on the faculty’s 2009–12 contracts at around 3:30 a.m., and the strike that had caused the cancellation of classes since September 3 was called off.

According to the September 11 *Oakland Press*, Joel Russell, president of the university’s 600-member chapter of the American Association of University Professors, said in a letter to the faculty that “the [tentative agreement] retains and in some ways strengthens the shared governance provisions of former contracts, limits the use of term appointments, protects our intellectual property, and offers choices between our current type of health plans and healthy choice plans.” The contract becomes official once it has been read and approved by all union members and the OU board of trustees.

“It is not a happy situation,” Frank Lepkowski, associate dean and associate professor at the Kresge Library told

American Libraries when the strike began September 3. The *Press* reported September 4 that AAUP members were “angry at the university president’s \$100,000-a-year raise” and had “rejected salary freezes and increases in health insurance payments, prompting continued picketing by members of the 600-person union.”

Russell told the newspaper that OU had not budged from most of its original concession demands, which included less pay for summer classes, no increases in support for research travel, new clauses on intellectual property rights on research, and other issues negotiated after the faculty struck.

Explaining the week-long closing in a press release, the OU officials said, “The university regrets that it has not been able to reach a contract agreement with the faculty and that the resulting strike will be disruptive to students and the entire university community . . . The difficult economic circumstances we face, however, necessitate the university be extremely prudent.”

Lepkowski told *AL* that the remaining 21 members of the Kresge Library staff who are not AAUP members kept the library open all of its regularly scheduled hours during the strike. —L.K.

Cash-Strapped Ohio Library Drops Out of WorldCat ILL

As part of its quest to close a \$14-million shortfall for FY2010, Cuyahoga County (Ohio) Public Library has ended its participation in OCLC's WorldCat Resource Sharing so it can close the library's interlibrary loan department. CCPL Deputy Director Tracy Strobel told *American Libraries* that the action "is really no reflection on WorldCat itself or OCLC for that matter," but on the library's inability to continue employing ILL staff in order to fulfill requests. However, the library will continue to participate in ILL through two Ohio-based library cooperatives, with branch circulation clerks processing the requests.

In seeking cost savings, CCPL joins a score of public libraries in Ohio that are scrambling to balance their diminished budgets in the wake of a 11% cut to state aid that was approved in mid-July (*AL*, Aug./

Sept., p. 19–20). Ironically, the reduction was welcomed by library advocates there as the lesser of two evils; Gov. Ted Strickland's original plan called for slashing 30% from the Public Library Fund.

Of the interlibrary loan department's five staff members, four are being reassigned and the department's supervisor is retiring. Other cost savings include eliminating 41 positions, cutting acquisitions spending by \$3.2 million, and ending Sunday services at all but seven branches systemwide.

Eliminating its ILL department as part of dropping WorldCat Resource Sharing will save the library some \$500,000, according to CCPL Communications Coordinator Robert Rua. He told *AL* that "it is unlikely that we will reinstate this service if the budget improves" because library officials have concluded that patrons get quicker service from the SearchOhio and OhioLINK borrowing cooperatives.

The regional services provide ILL access to more than 50 million items, Strobel explained. She went on to acknowledge that cutbacks all over the state may well narrow the pooled resources from which Ohio library patrons can choose.

"Customers in Ohio are accustomed to—and certainly deserve—

a Cadillac of library services," she said. "But we can't continue to provide Cadillac service. It's just the reality and we have to face it."

Loaning locally

According to Strobel, CCPL may not be the only library having to make this hard choice. "Our own interlibrary loan department has seen fewer and fewer places to borrow materials from," she revealed, noting that in 2008 CCPL loaned out through WorldCat 30% more materials than it borrowed.

"As time has passed and budgets have gotten tighter, many libraries have cut back. For example, they don't loan new materials, they don't loan audiovisual materials, they put increasing restrictions on what they will loan out," Strobel noted, causing CCPL's outbound interlibrary loan traffic to mushroom "because of our generous policies in terms of loaning materials to other libraries across the country."

"The bottom line," she added, is that "librarians in Ohio will never be confident of our funding anymore. Those days are over."

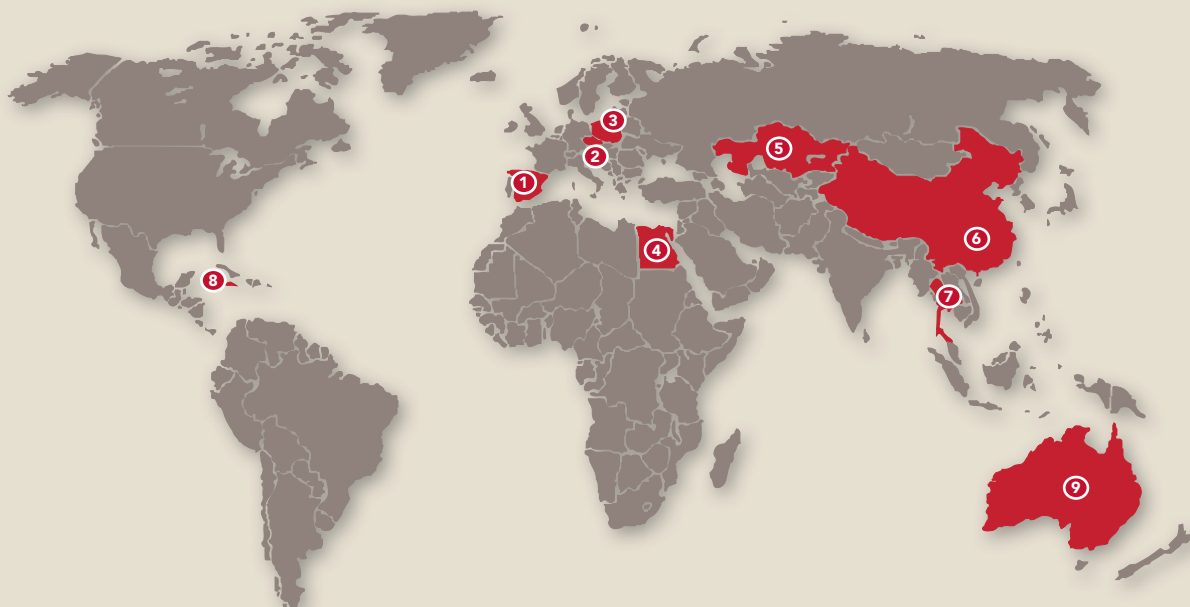
"Administrators across the country are being forced to make difficult decisions that impact services," agreed OCLC Marketing Vice-President Cathy De Rosa, commending CCPL as having been "a great contributor to the WorldCat Resource Sharing community." She told *AL* that more than 10,000 libraries in 46 countries use WorldCat Resource Sharing and that ILL requests through the service continue to grow, with OCLC processing more than 10 million borrowing requests in FY2009. —B.G.

MARKING TIME



One Life, One Book, One Time, a Coptic-sewn book, is one of 50 Guild of Book Workers juried pieces that compose the "Marking Time" exhibit on view through November 22 at San Francisco Public Library's main branch. Created by bookbinder Kathy Strother of Greenville, South Carolina, the doll is a metaphor for a woman and the book represents her children and her life. The exhibit will travel to nine venues across the country through March 2011.

GLOBAL REACH



SPAIN 1

Police arrested a 47-year-old Hungarian man in Pamplona August 7 in connection with the theft of 67 rare maps and cartographic materials from several libraries in northern Spain. The man, identified only as "Z. V.," has been the subject of a manhunt since the March 2008 theft of a 16th-century map from El Escorial monastery library in Madrid. He told officials his own crimes were inspired by the robbery of 10 Ptolemaic maps from the National Library in Madrid in August 2007.—*ThinkSpain*, Aug. 12; *Diario de Noticias (Pamplona)*, Aug. 12.

CZECH REPUBLIC 2

A new National Technical Library officially opened in Prague September 9. Located in the middle of a university campus in the Dejvice district, the building is shaped like an old-fashioned TV screen, essentially square but also rounded. One of the architects, Petr Lešek, said one of goals was to build a library that would be, despite its ultramodern technology, simple and environmentally friendly.—*Radio Prague*, Sept. 9.

POLAND 3

On August 6, the government signed an agreement with telecom company Telekomunikacja Polska to provide all public libraries with free high-speed connections to the internet for three years. During that time, TP will not charge the libraries for installation, activation, or connection.—*Information Society Development Foundation*, Aug. 11.

EGYPT 4

A controversy erupted over the decision to build a food court at the heart of the showcase Bibliotheca Alexandrina in Alexandria, with opponents accusing the library's trustees of selling out its venerable legacy for short-term profit. But library officials deny any plans to build a McDonald's inside the complex and say they are not putting consumerism ahead of scholarship.—*The Guardian (U.K.)*, Aug. 26.

KAZAKHSTAN 5

A Danish architectural firm, Bjarke Ingels Group, is drawing up

plans for a new national library and multicultural center in Astana. The four elements of the external design (a circle, rotunda, arch, and yurt) will coalesce into a huge Möbius strip. The architects are employing advanced computer modeling to create a structure that will regulate thermal exposure throughout the year.—*Inhabitat*, Aug. 27.

CHINA 6

The National Library in Beijing celebrated its 100th birthday September 9. With the theme of "Pass on Civilization, Serve the Society," the centennial celebrations include an exhibition of its special collections. The library hosted a symposium on "International Progress of Libraries: Global Knowledge Sharing," September 8–12, and unveiled a monument inscribed with an ode to the library written by Library Director Zhan Furui.—*Global Times*, Sept. 9; *National Library of China*.

THAILAND 7

A book collector and library custodian were charged with conspiring to steal rare materials from the Prince Damrong Rachanuphap Library in Bangkok. Some 172 items, including handwritten manuscripts associated with Prince Damrong—the founder of the modern Thai educational system—turned up missing in May. The book collector admitted paying the custodian to steal the items.—*Bangkok Post*, July 26.

JAMAICA 8

The National Library in Kingston has been awarded just under J\$3 million (\$33,990 U.S.) through the 2009 Ambassadors Fund for Cultural Preservation. The money will be used for the conservation of the Enos Nuttall Manuscripts—documents dating back to the late 19th and early 20th centuries that record significant milestones in the island's history.—*Jamaica Gleaner*, Aug. 23.

AUSTRALIA 9

The ABC-TV network show *The Librarians* could be the latest Aussie comedy to head for the United States. Writer, producer, and star Robyn Butler says she is in the process of talks about taking the show to the States.—*Sydney Morning Herald*, July 29.

Michigan Librarians Speak Out; Governor Granholm Listens

Michigan Gov. Jennifer Granholm's announcement in July that the Department of History, Archives, and Libraries would be disbanded, bringing serious budget cuts and likely scattering the Library of Michigan's collections, prompted an August 5 protest rally at the state's capitol, statements from the Michigan Library Association and ALA, and letters to the state legislature. Granholm heard library supporters' concerns and issued an executive directive August 26 clarifying the intent of her original announcement.



Some 500 librarians and library backers from across Michigan showed up, many holding signs, in support of their state library, September 10 at a rally at the state's capitol.

"MeL and MeLCat would collapse like a house of cards."

—Larry Neal, president, Michigan Library Association

Although the fight is not over yet for Michigan libraries, Granholm's clarification came as a much-needed reprieve. The intent of the order, she said, is to "strike a careful and prudent balance between the goal of achieving efficient administration and necessary cost savings and that of preserving and maintaining public access to the library's collections and resources." Granholm also expressed her respect for the role of state librarian.

Librarians statewide had been worried about what they would lose under Granholm's plan. "Distributing or removing these collections [would destroy] 180 years of collecting, cataloging, and preserving materials," Woodlands Library Cooperative Director James Seidl said in the July 30 *Toledo Blade*.

While the MLA board said it understood the decision to disband the department, it opposed many parts of the governor's plan, such as the lack of library representation on the board of Granholm's newly proposed Michigan Center for Innovation and Reinvention. In an August 6 press release ALA President Camila Alire asserted that "scattering the library's resources would destroy the integrity of the state library system." Insisting that streamlining, even amid economically challenging times, is a double-edged sword, Alire added, "The governor's order ignores the Library of Michigan's leading role in achieving cost savings and efficiencies in delivering statewide library services through collaboration, resource sharing, and group purchasing."

But many of those concerns and fears were put to rest with Granholm's late August directive and an amended

executive order that followed September 9. In it, Granholm committed to preserving the Library of Michigan's collections and resources, maintain the office of state librarian, and put library representation on the MCIR board. In response to the governor's clarification, MLA retracted its opposition to her order August 26, stating, "We applaud the Governor's commitment to preserve the collections."

But despite the governor's good-news announcement, Michigan librarians are still worried. At a September 10 rally, MLA President Larry Neal said that electronic resource sharing programs MeL and MeLCat are in jeopardy if library funding is cut from \$10 million to \$7.5 million, noting also that state law calls for the state library to be funded at \$15.4 million. "MeL and MeLCat would collapse like a house of cards," he said, because Michigan would also face los-

UNEXPECTED GREETING


ing matching federal funds. "Please Save MeL," the crowd chanted.

"They do have to cut [the state's budget]," Neal told *American Libraries*, "but they also have to prioritize—and the libraries should be a priority."

"It's good to see people being vocal about their support for libraries and the value they bring to their communities," State Librarian Nancy Robertson told *AL*. Remaining optimistic, she said she was pleased that the state librarian position would be maintained under the new structure and that she would continue to serve in her current role, but also that the areas the library was losing—the departments of the census and demographer and service for the blind and physically handicapped—were transitioning smoothly. She added that the library is conducting "business as usual" and that she had no plans yet to alter any collections. —S.F.


The Crutcher family—Ambria, Mario, and their sons Jamir, 2, and Dre-don, 7—are greeted with balloons for checking out the 10-millionth item from the Public Library of Cincinnati and Hamilton County. The family, who were visiting the library to sign up their youngest son for a library card, also received a tote bag and a "Got Books" T-shirt to celebrate the occasion.







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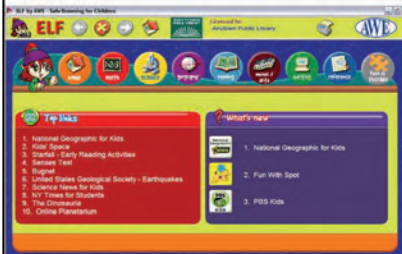


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A Tribute to Al Trezza

Alphonse “Al” Trezza was a visionary librarian who made unique contributions to librarianship as an individual, although he often worked with groups or teams in accomplishing his goals. With his death on July 15 at age 88, libraries lost a leader who had singular and significant ability to inspire and energize others to improve library service, to become leaders in the profession, and to engage in innovative librarianship.

One assignment that Trezza took on would in itself merit the honorary membership in ALA he received in 2007: From 1975 to 1980, he served as executive director of the National Commission on Libraries and Information Science (NCLIS).

In 1975, the commission was foundering, often dismissed by librarians and others as being of negligible importance, perhaps not even worth saving. Several people who were approached to take the position declined. Trezza saw the need for the commission to fulfill its potential and he became its director and led it through the years of numerous state conferences that led to the first White House Conference on Libraries and Information Science in 1979.

Impact in Illinois

Trezza’s achievements, as well as his reputation, as director of the Illinois State Library gave him the status and the rapport with a wide network of librarians and library advocates that made the White

House Conference not only a possibility but a success.

His service in Illinois as director of the State Library (1969–75) is still remembered as benchmark years. Trezza’s generous spirit and leadership while serving as an ALA senior staff manager had been exercised when he agreed to take leadership of an Illinois Library Association committee attempting to effect change in the state library. When that committee made its report to the Illinois secretary of state and state librarian (then, as now, an elected position), several members also recommended that Trezza should be the person to direct the state library in the years when its plans would be implemented. In taking this position, as at several other points in his career, he was giving up considerable status and security to work at an institution that was not well regarded even by librarians within the state. Trezza brought to Illinois a dynamism and imagination that led to the firm establishment of multitype library systems and made the state a model for others.

When Trezza came to work at ALA as an associate executive director and as executive secretary of the Library Administration Division (now



Al Trezza, champion of library service, circa 1973.

called the Library Leadership and Management Association) in 1960, he had come to the attention of ALA leaders because of his savvy direction of the Catholic Library Association (CLA), where he had served for four years. To CLA, he brought a sense of professionalism and a commitment to growth and development that were new and appreciated. His responsibilities at ALA grew as he saw new opportunities and seized them. Notable among these were ALA’s participation in the World’s Fairs in New York and Seattle.

Naïve as they might appear today, even librarians were amazed in the early 1960s to discover that they could go to “a machine,” note a few

of their individual preferences, and get a reading list designed for them. The boost that the World's Fair gave to the young librarian volunteers who worked during them changed the attitudes, vision, and expertise of a generation. The fairs were where Joseph Becker, later an ALA honorary member, began to realize how implementation of technology could really change and improve librarianship. David Clift (another ALA honorary member) was not a man to envision bold moves, but as ALA executive director he was smart enough to give Trezza his head and let him devote to these activities much of his energy and ability.

Almost on a par with these World's Fairs' successes was the work Trezza did in almost literally laying the groundwork for what became the current ALA Headquarters in Chicago. His persistence and vision for the future led him to negotiate directly with John Cardinal Cody and others for the purchase of

land in the block that includes 50 East Huron Street, which was owned by the Catholic church. Although action on the development did not occur until later, it might never have occurred had that land not already been held by ALA.

Trezza had the unusual experience of working at the national level in four settings: CLA, ALA, NCLIS, and the Library of Congress. He took that last position when a new chair of NCLIS made it clear he wanted a new director. After two years at the Library of Congress, Trezza made his last career move when he became a faculty member at the School of Library and Information Studies at Florida State University.

Harold Goldstein, then administrator of the school at FSU, had deliberately sought a faculty member with strong practical experience, not

Controversy can be more of a measure of a person than casual consensus; an innovator will inevitably encounter controversy.

necessarily a research-oriented, more traditional appointment. Trezza took on this position with his customary energy and commitment. He was almost 70 years old when he served as president of the Florida Library Association, but it was a position he had earned through his work with colleagues and others in the state.

When Trezza was nominated for an honorary degree from Rosary College, I was dean of Rosary's Graduate School of Library and Information Science. Someone referred to the controversies in which he had been engaged. These included such things as his association with the survey of metropolitan public libraries as an ALA staff member, his championing of strong library system development in Illinois, and his leaving NCLIS before the White House Conference of 1979. Trezza has always welcomed and responded to differences of opinion; that should be a characteristic of leaders. At Rosary, he was selected to receive the honorary degree in 1997 in recognition of his accomplishments, as well as with the understanding that controversy can be more of a measure of a person than casual consensus and that an innovator will inevitably encounter controversy. Those experiences were valued at Rosary.

As I wrote two years ago in nominating Al Trezza for honorary membership: "[The] achievements [noted] are the tip, not of an iceberg, but of a benevolent volcano of ability, energy, and commitment. There was a time when 'Al' or 'Big Al' required no last name for recognition in American librarianship. It is high time for him to receive ALA's most significant recognition."

—Peggy Sullivan, library consultant and ALA honorary member, past president, and former executive director



Al Trezza (with then ALA President Leslie Burger) receives ALA honorary membership in 2007, the Association's most prestigious award.

NEWSMAKER: MOHAMMAD ABBAS

His beginnings in library work were "humble," says Mohammad Abbas, head of the Library Department of the Iraqi Council of Representatives, the nation's parliament, in Baghdad. In 2006 he "started from zero" and created a service unit that now provides



reference and information services to the 275 members of parliament. "The government is trying to hold the country together during a time of war against occupation and terror that began after the downfall of the former regime in 2003," he told *American Libraries* in an interview during the August IFLA conference in Milan (see p. 66). Abbas and his staff of five believe "the library has a key role to play in achieving stability." Read the full interview on the AL website at ala.org/alonline.

American Libraries: What were some of the difficulties you faced when you established the library in 2006?

MOHAMMAD ABBAS: The critical security situation that prevented us from moving around the city and the country, limited space, a lack of professional employees, the absence of modern technology tools, the large and growing demand for library services, and the great variety of topics needed to be covered by the library (we have 25 committees in different fields of specialization).

What kind of a collection have you been able to build? Now we have about 10,000 books and more than 1,200 issues of periodicals, besides theses from Iraqi universities, and newspapers, all related to the work of parliament and its committees.

What is the purpose of the library, and who uses it? It is a specialized legislative library; its mission is to support the members of parliament, commit-

tees, and staff. Asked for certain information, we will start a search to collect texts of laws, regulations, treaties, statistics, etc., and without delay. The library is not open to the public, but we also serve graduates from Iraqi universities. I hope we can provide services to the public when we have a big separate building with more professional, trained staff.

What training did you have for this job? I graduated from Mosul University in 1982. In 2004 I got a chance to join the first group of officials to be recruited for the Iraqi Interim Council, and I had some training opportunities in basic parliamentary procedures and research and in library cataloging.

What kind of danger do you face in your daily work? Our colleagues in parliament are being targeted, like any other official in the government. A car bomb could explode in any street in Baghdad at any time, and, in fact,

there were two big recent explosions in front of the ministry of foreign affairs, near our workplace, that killed more than 100 and hundreds more were injured. I expect more violence leading to the elections that are scheduled for January 2010. But I've been living like this since 2003.

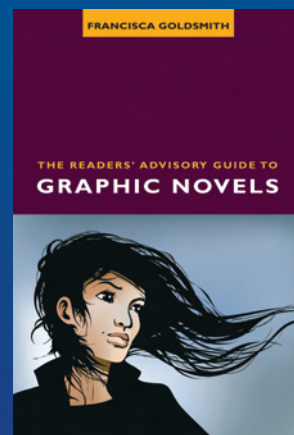
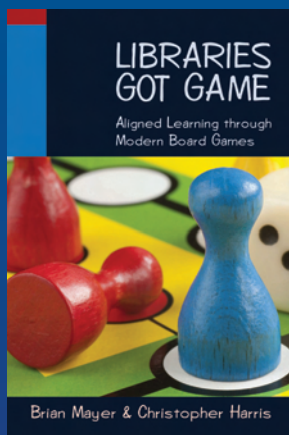
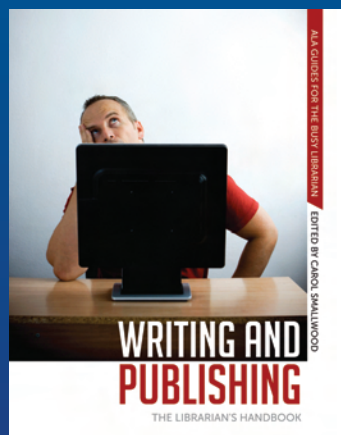
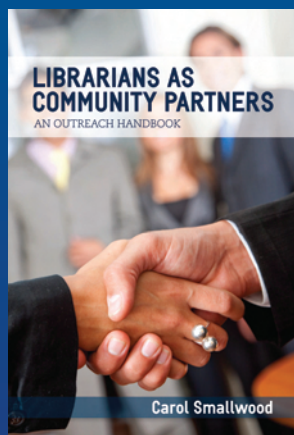
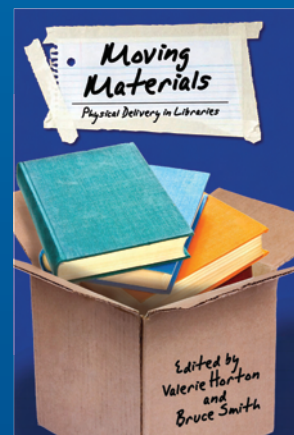
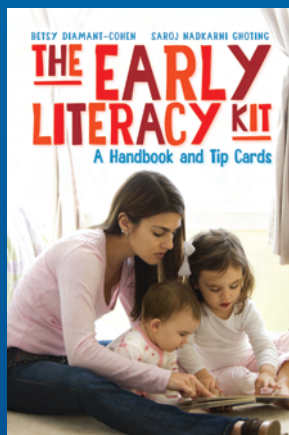
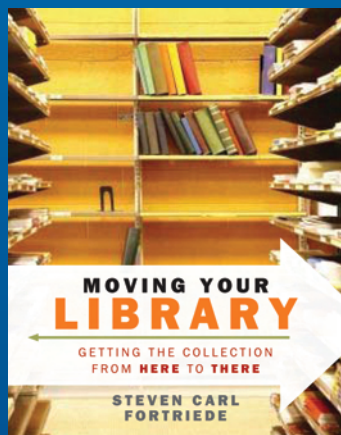
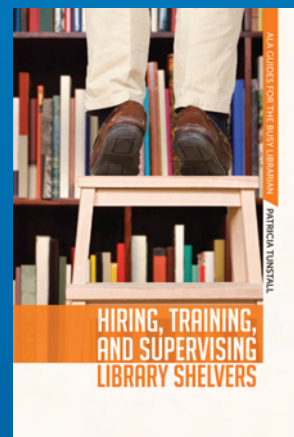
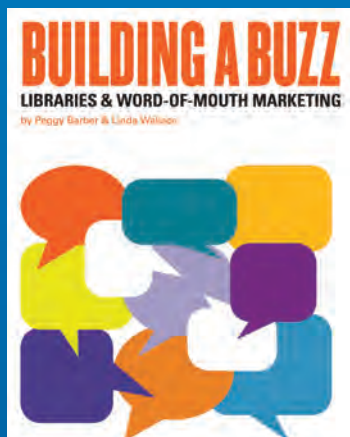
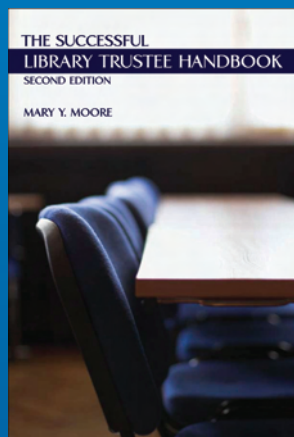
What is your library's biggest need? The performance of Iraqi libraries is very weak in general; they can't work without the new information technology. For example, we need scanners to start digital libraries, photocopy machines, and international efforts are still needed to retrieve stolen books, documents, and other items that have disappeared or have been put on the black market.

What can librarians in the United States do to help? I have a suggestion: that the United States build a special big library to serve the parliament, the government, and the public, provide it with the latest technology, and give it as a symbol of friendship between the two nations.

Should the United States simply withdraw from Iraq? The U.S. cannot withdraw without being sure of helping Iraq have a strong army, well trained and supplied with new weapons capable of defending the country and its borders. There are foreign forces, as well as forces from the past regime, interfering with Iraq's affairs. The invasion of Iraq may have been considered a mistake, but abandoning us now in this hard time would be a disaster for the Iraqi people. ■

NEW BOOKS FROM

ALA Editions



www.alastore.ala.org

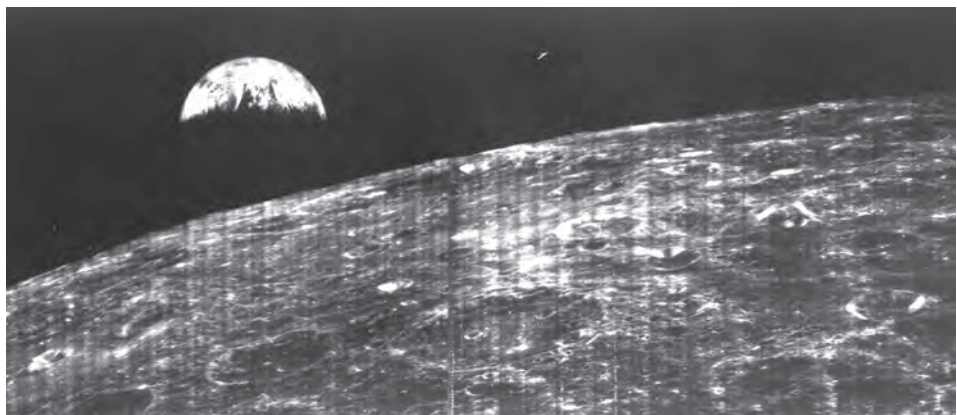
ALA Store purchases fund advocacy, awareness and accreditation.

Original Moon Pictures Preserved and Restored

The Lunar Orbiter Image Recovery Project is restoring and releasing the first up-close pictures of the moon, taken by five unmanned Lunar Orbiter missions in the late 1960s, among them a famous 1966 black-and-white shot of the Earthrise from the surface of the moon.

The originals of those images wouldn't exist today at all, however, if not for the efforts of Nancy Evans, a retired NASA archivist and co-founder of NASA's Planetary Data System. Evans persuaded NASA's Jet Propulsion Laboratory to store some 2,000 magnetic tapes that held the image data, saving them from being destroyed. She also located four of the specialized machines—FR-900 Ampex tape drives, of which only a few dozen had ever existed—to read the tapes and then stored them in her own garage. None of them worked, but Evans hoped for NASA funding to have them repaired.

Despite repeated attempts, NASA funding never came. But in 2005, after Evans had retired, her quest came



Lunar Orbiter 1's Earthrise photo, as seen in 1966 (above) and the high-resolution version (below) as restored by the Lunar Orbiter Image Recovery Project.

to the attention of private space activists who realized what she had. Author Dennis Wingo and former NASA employee and NASA Watch operator Keith Cowing managed to get space for the project in an abandoned McDonald's at NASA's Ames Research Center in Mountain View, California, as well as some funding to carry it out. With engineer Ken Zin repairing the tape drives, the team focused on the Earthrise photo, which predated the color version taken on the Apollo 8 mission by two

years. This one had been seen by the public as well, but in a degraded form; the image released was actually a photo of the photo, taken with standard 35-millimeter film.

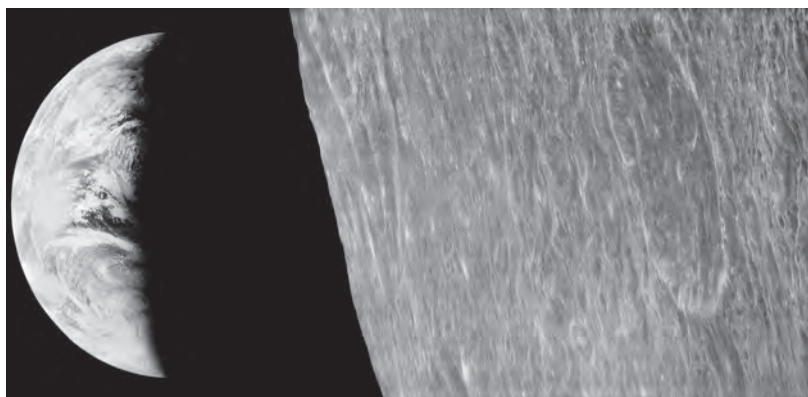
The restored image, released last year, had twice the resolution of what was seen 40 years ago, and four times the dynamic range.

Techno-archaeology

While the technological challenge of extracting images has been solved, a data sorting challenge remains.

"We're still in the first phase of the project where we need to search through tapes in a painstaking fashion just to find the images we are interested in downloading," wrote Cowing on the Moonviews blog August 19.

The tapes were recorded at three different ground stations and were not always labeled in a systematic manner. "It's like a library undergoing the switch from Dewey Decimal System to Library of Congress, and then you have an earthquake," Cowing told



Photos: Above, NASA. Left, LOIRP/NASA

American Libraries. "That's essentially what happened 40 years ago."

The tapes were dated, but that information corresponds to when the tapes were recorded. Due to the time needed for the orbiter to develop the pictures and transmit them, as well as the downtime when the orbiter was on the opposite side of the moon, those don't always match up to when the pictures were taken.

A student working on the project made the first big step toward understanding the labeling, Cowing said. Each of the tapes bears a letter, "W," "M," or "G," and the student recognized that they corresponded to the three ground stations in Woomera (Australia), Madrid, and Goldstein (California).

The second big breakthrough was the Earthrise picture itself. When the project started, it was the first picture that the team sought to restore. Because of its popularity, it proved

surprisingly easy to find; its tape looked different and caused it to be separated out. The image became the project's Rosetta Stone, showing what other images were based on how their labeling related to the Earthrise.

The project has restored about a dozen pictures so far. "We're not com-

pletely sure of the nomenclature yet," Cowing said, but he noted that the project is close and will have students working to finalize that soon. As a result, within a couple of months he expects the project to be uncovering up to a dozen images a week, with most of the pictures online by next autumn. And because of the lack of prior organization, "We think we have some images that have never been seen before," Cowing said. —G.L.

"It's like
a library
undergoing
the switch
from Dewey
Decimal System
to Library of
Congress,
and then
you have an
earthquake,"

TECH NEWS IN BRIEF

Fixing Facebook... Facebook's popular, but it has its annoyances. Sean Captain wrote on the Switched blog July 30 about 14 of them, with workarounds to fix those that can be fixed. Recommendations include installing a Greasemonkey script to block offers and invitations, third-party calendar applications to track the events you do care about, and creating a friends list to filter who you see updates from.

...and Saving Tweets... Read-WriteWeb reported August 11 on 10 ways to keep Twitter tweets archived and, more important, searchable. Approaches include desktop application The Archivist, the WordPress-based Twitter Tools, the Outlook plugin Twinbox, the calendar application-based Twistory, or the hashtag-powered Twapper Keeper.

...or Integrating Them Jennifer Farley described a number of ways to display your Tweets on your web site on the Sitepoint blog September 4. While Twitter offers widgets to post to MySpace or Facebook, as well as a customizable profile widget, some people produce their own elaborately designed spaces for Twitter feeds.

Shrink Your Own URLs Life-hacker described August 14 how people with server space and a \$10 domain name registration can make their own URL-shortening service using the Yourls web app. The article also describes a few services that don't require a server, including Google Short Links, su.pr, Phurl, Short URL, and Le Petite URL.

Laptop Protection A stolen laptop can give the thief access to almost any information about the rightful owner's identity. Ars Tech-

nica described August 17 five ways for laptop owners to protect their data, even if the machine gets stolen, including strong passwords for user accounts, file encryption, and logging out of websites with personal information (while using a password manager to simplify the process of legitimately logging back in again).

CMS Recommendations WordPress and Drupal topped NetTuts+'s (net.tutspus.com) August 27 listing of the most usable content management systems. The article made 10 recommendations, highlighting WordPress's simplicity, Drupal's active user community, TextPattern's no-frills approach, Joomla's advanced functionality, Cushy CMS's no-download hosted solution, and ExpressionEngine's clean and intuitive administration area.

Digitizing South Carolina The University of South Carolina has received a two-year, \$350,000 National Endowment for the Humanities grant to digitize selected South Carolina newspapers published between 1860 and 1922. The roughly 100,000 pages of newspaper text will be accessible online through the University Libraries' S.C. Digital Newspapers Project, as well as the "Chronicling America: Historic American Newspapers" site sponsored by the Library of Congress and the NEH.

Too Much Tech? The United States has its first internet addiction recovery center. Located in Fall City, Washington, about 15 miles from Microsoft's headquarters, reSTART offers the country's first inpatient internet addiction program. The 45-day, \$14,500 treatment plan includes counseling and psychotherapy, vocational coaching, adventure outings, fitness programs, and nutritional education.

Amazon, Yahoo, Others File Briefs in Google Book Search Settlement

A myriad of parties filed legal briefs supporting and opposing the proposed settlement of lawsuits challenging Google's Book Search project before a September 9 deadline. A hearing on the settlement is scheduled for October 7 in the Federal District Court for the Southern District of New York.

Among the opponents submitting briefs were Google competitors Amazon, Microsoft, and Yahoo; the Open Book Alliance; the Internet Archive; and the governments of France and Germany. Supporters included several academic libraries

involved with the project, including the University of Virginia, the University of Wisconsin at Madison, and Cornell University Library; the Canadian Urban Libraries Council; the Computer and Communications Industry Associates, a technology industry trade group; 32 antitrust law and economics professors; and the Center for Democracy and Technology.

The settlement, which was reached in October 2008, allows Google to scan copyrighted books and display up to 20% of the text to users at no charge. Google will sell online access to individual books; libraries, universities, and other institutions can purchase online subscriptions to large collections. The firm will keep 37% of the revenue, with the remainder going to copyright holders through a Book Rights Registry.

Library groups weigh in

The American Library Association, ALA's Association of College and Research Libraries, and the Association of Research Libraries have sent a letter to the Department of Justice's Antitrust Division voicing their general approval of the proposed settlement of lawsuits challenging Google's Book Search project but reiterating their concerns over access and pricing issues. The DOJ has been looking into whether the agreement violates antitrust laws (*AL*, June/July, p. 39).

"The settlement could compromise fundamental library values such as equity of access to information, patron privacy, and intellectual freedom."

—ALA/ARL/ACRL letter to William Cavanaugh

In the July 29 letter to Deputy Assistant Attorney General William Cavanaugh—a follow-up to a May 27 meeting with DOJ staff—the library groups pointed out that since no other entity is likely to create a digital library that can compete with the one enabled by the settlement, the absence of competition "could compromise fundamental library values such as equity of access to information, patron privacy, and intellectual freedom."

The groups called on the Antitrust Division not only to urge the federal court overseeing the settlement to su-

pervise it closely, as they suggested in the meeting, but to "take a proactive role in the implementation of the settlement." They urged the division to treat the settlements "as a consent decree to an antitrust action it brought," saying "it should monitor the parties' compliance with the settlement's provisions as it would monitor the conduct of parties under an antitrust consent decree, and it should request the court to take action when it concludes that

the parties have not met their obligations under the settlement."

In particular, the groups said the division should ask the court to review: the pricing of institutional subscriptions to the digital library if the fees fail to meet the economic objectives set forth in the settlement; any refusal by the Book Rights Registry to license copyrights on books on the same terms available to Google; and the procedure by which the registry selects members of its board of directors and whether it considers the interest of all rights holders in its decision making.

Noting that "the likely demand among academic libraries for an institutional subscription is high" and that libraries will therefore be among Google's primary fee-paying users, the letter called on the division to "pay special attention to the perspectives of libraries on the approval and implementation of the settlement." —G.F.

Building a Digital Branch

Web 2.0 positions librarians to deliver fully functional library branches on the web

by David Lee King

Library websites have been around for about 15 years. The list of what has changed in the past 15 years could fill a library. Programming languages have changed. Web browsers have changed. Internet connections have gotten faster, and websites have come to serve a wider variety of functions.

Interaction has also changed.

Many library websites, both visually and structurally, were built last century. Their model was based on what is now a dated, almost “traditional” structural and visual model of web design. Those older websites focused on providing information about the library rather than on providing actual online services. There wasn’t a lot of interaction on the average website in the ’90s. In fact, most of the tools we currently use to interact online were not yet available.

With 21st-century technology, libraries are in a position to deliver a fully functional library branch—a digital branch—on the web. When I talk about digital branches, I like to remind people that the “digital” part is somewhat arbitrary. A branch is a branch, whether it is physical or virtual, and must always have certain properties. A digital branch is a branch library, delivered digitally,

on the web. It offers much more than a traditional library website in many ways, because a digital branch has real staff, a real building, a real collection, and a real community happening on and around it.

With a digital branch, you give patrons a choice about how they interact with you. For instance, they can go to the library by simply visiting

your website.

Or, through tools such as RSS or outpost sites such as Facebook, they can have the library come to them. A traditional library model

really can’t duplicate that experience.

Once you’ve decided to build a digital branch, the first step in the process is to gather information through discussions with three crucial groups of people—the library leaders (administration and/or board of trustees), the library staff, and, of course, the patrons. It’s necessary to carefully document who the branch will be serving, what services those people desire, and what you are capable of providing with your budget and technological capability.

Before you actually build your site, take the information you’ve gathered and carefully plan your actions. You’ll need to ask some important questions: Who will be in charge of the process? How will staff time be allocated for the work that

needs to be done? What content will you have within your digital branch? What formats will you use?

Once you’ve thoroughly planned your digital branch and are ready to start building it, you’ll need to select the tools you’ll be using. You’ll need to pick a Content Management System for your digital branch. The CMS is the control center of the site. It allows you to administer content within the branch: how it is organized, displayed, and accessed; who can access it; and how it can be accessed.

Of course, you’ll need to design the site itself. Before jumping in, you should sketch, design, and build a prototype to show to staff and patrons. The aesthetics of a website are extremely important to end users, so you want to make sure potential users like the appearance before you implement your design.

If I were to sum this process up in one sentence, it would be this: think, plan, and do. First, think about what you want to achieve with your website. Then do a lot of planning to meet those goals you dreamed up. And finally, do it—build the site you planned!

Once your site is built, you are not finished with your work by any means. A thriving digital branch requires constant work, updates, and change. ■



A digital branch has a real staff, a real building, a real collection, and a real community happening around it.

DAVID LEE KING is the Digital Branch and Services Manager at the Topeka and Shawnee County (Kans.) Public Library. This article was adapted from the August/September 2009 issue of *Library Technology Reports*

What Do You See?

Sometimes a blot is just a blot

by Joseph Janes

On what was apparently a slow news day, the front page of the July 29 *New York Times* featured YAWA—yet another Wikipedia article—a variation on the enduring theme of “Wikipedia is changing the world; how shocking” (or how wonderful, depending on the mood of the reporter).

This one highlighted an exploration of the ethics of posting the original Rorschach test images on the site. Since the 10 inkblot plates were originally published in 1921, they’ve just barely escaped the Mickey Mouse copyright extensions and are thus in the public domain, so there’s no question of infringement; however, the article describes concern that this jeopardizes a venerable and still-used test, raising the possibility that it could now somehow be gamed.

The letters to the editor a few days later downplayed the impact; one said that the test wasn’t really all that good anyway, and another that if people gave canned answers, a good clinician would pick up on that immediately. When I mentioned this to my partner, who’s got a passing familiarity with this area, I was told, flatly, that crazy people aren’t going to be searching Wikipedia looking for Rorschach study tips. Good point.



Wikipedia is what you make of it—not only in the metaphoric sense, but literally as well.

The part of the article that piqued my interest was this: “While the plates have appeared on other Web sites, it was not until they showed up on the popular Wikipedia site that psychologists became concerned.” It’s not the fact that they’re available, but the ease of that availability that got people up in arms.

Duh. As we all know, it’s all about access. My doctoral student, Elisa-

beth Jones, just gave me the phrase “greased information” to describe previously difficult-to-get-at but publicly available stuff (city

directories, anyone?) that’s now there for the taking. It’s all well and good to have tax or voting records “available” when somebody had to drag themselves to the county courthouse; quite another when it’s a few taps and clicks away.

Which Wikipedia?

There’s a lovely convergence here. In many ways, Wikipedia itself has been, since its beginning, something of a Rorschach blot of its own. Do you see the end of civilization and quality information as we know it? Or do you see the democratization of knowledge and its production and distribution?

Without attempting to resolve that now-tired chestnut, let me call your attention to recent research

from the Augmented Social Cognition group at Xerox’s Palo Alto Research Center. They’ve found that, as Wikipedia has closed in on 3 million articles, the rate of expansion in both articles and contributors, while still impressive, has slowed.

Moreover, two camps, the “inclusionists” and the “deletionists,” have arisen, fighting over how broad Wikipedia’s coverage should be. The research shows the deletionists are winning: Edits placed by occasional contributors are much more likely to be reversed than those by those in the inner circles—which has got to make people feel it’s all a bit futile unless you’re on the inside. (When, by the way, did *Britannica* infiltrate Wikipedia?)

Like an inkblot, Wikipedia is what you make of it—not only in the metaphoric sense, but literally as well. Starting from a few basic first principles (Wikipedia’s “Five Pillars”), the work we know today, and the ways that work is built and maintained, came to be. If the PARC research is correct, maybe it’s a lot harder than it looks to make an encyclopedia using boldness and no firm rules.

As the final *Times* letter-writer put it, “To me, this looks like a tepest in a teapot. Either that or two dragons talking on the telephone.” Couldn’t put it any better myself . . . but that’s another story. ■

JOSEPH JANES is associate professor in the Information School of the University of Washington in Seattle. Send ideas to intlib@school.washington.edu.

Pathfinder in a Box

Crafting your own authoritative metasearch engine

by Meredith Farkas

Librarians have been creating internet guides or pathfinders since before the birth of the graphical web. Look at most libraries' websites and you'll find lists of what their librarians consider the most useful and authoritative resources on a variety of academic, work-related, or general-interest topics.

If someone wants to zero in on a specific piece of information, they probably won't want to visit each and every one of the links in a library pathfinder on their topic. They'll be more likely to use a search engine where they'll find information ranging from the authoritative to the downright inaccurate. Although we try to teach our patrons to be critical of what they find on the web, many will go for the first piece of information their search retrieves, not necessarily the best.

One box to search them all

Fortunately, custom search engines (CSE) allow librarians to make their web guides searchable, giving their users the best of both worlds. With a custom search engine, the creator determines which sites will be searched, so instead of going through millions of websites to find what the searcher is looking for, the CSE is only searching those sites previously specified.

Using a CSE, you can take all of the resources from a web pathfinder and allow users to quickly search them at one time. This makes it as easy for your patrons to search au-

thoritative websites as it is for them to search Google.

The most popular custom search engine tools are Google CSE (google.com/cse) and Rollyo (rollyo.com). Both allow you to create a list of websites that you want searched from a single search box. With Google CSE, you can invite others to add to the list of websites searched or make it completely open so anyone online can contribute. Google offers a number of other customization features, including the look of the search box and site annotations. Rollyo enables users to import their browser bookmarks and search the CSE right from Firefox.

Another nice feature of both Rollyo and Google CSE is that a search box for your custom search can be embedded on any web page. Once you have created a custom search, you can copy the code provided for embedding the search box and paste it into your website, blog, or pathfinder.

At Harvard Law School, librarians have embedded a civil procedure Google custom search in a LibGuide (law.harvard.libguides.com/civpro). At the Springfield Township (Pa.) High School, librarian Joyce Valenza has created a Google Custom Search of primary sources for students (primarysources.wikispaces.com), so they can search the primary



Custom search engines allow librarians to make web guides searchable, giving users the best of both worlds.

source sites in her pathfinder together instead of browsing each separately. Similarly, the University of Winnipeg offers a Google CSE search box

on its Canadian Visual Art LibGuide (libguides.uwinnipeg.ca/content.php?pid=3085). If you already have a list of recommended websites in a subject guide, it would be quite simple to create a CSE that would search all of them.

CSEs can also be useful for libraries that have content on a variety of sites. A library could create a custom search that scours its website, blog, wiki, LibGuides, and any other web pages the library may have created outside of its main web domain. If a library has a number of collections of digital materials, a custom search can bring them together with a single search tool.

While custom search tools have been around for years, librarians seem to have underutilized them thus far. Yet they provide us with a powerful tool that supports the way most people want to look for information online while promoting the highest-quality websites. ■

MEREDITH FARKAS is head of instructional initiatives at Norwich University in Northfield, Vermont, and part-time faculty at San Jose State University School of Library and Information Science. She blogs at *Information Wants to Be Free* and created *Library Success: A Best Practices Wiki*. Contact her at librarysuccess@gmail.com.

How the World Sees Us

"Yes, a librarian can now be anyone—from your cute neighbor or cool classmate, to that sophisticated babe or handsome hunk. Or better yet, he can be a multitasking computer expert who is into flip spin, poi, fire breathing, and photography."

Rachel C. Barawid, in her article "It's Hip to Be a Librarian," *Manila Bulletin* (Philippines), Aug. 27.

"As for the intellectual property, I try not to get too worked up about it. . . . I like to get a little bit of perspective on it by remembering that back before the internet came along, we had a very special term for the people who buy a single copy of a book and then allow all their friends to read it for free. We called them librarians."

Science fiction author CHARLES STROSS, in a dialogue with economist Paul Krugman on future trends at a program at Anticipation World Con in Montreal, Aug. 6.

"Librarians and teachers report that students will almost always refuse to read a book not on the Accelerated Reader list, because they won't receive any

points. . . . The passion and serendipity of choosing a book at the library based on the subject or the cover or the first page is nearly gone."

SUSAN STRAIGHT, in an essay on problems with Accelerated Reader, a "reading management" software system that helps teachers track student reading through computerized comprehension tests and awards points for books based on length and difficulty. "Reading by the Numbers," *New York Times Book Review*, Aug. 30.

"Is screen the new paper? Will publishing houses go the way of the old-fashioned record store? Is digital delivery the new bookstore? Is Google the new library? Is the author the new musician, playing directly to the audience? Is the audience the new author?"

JONI EVANS, a former book publishing executive, recalls the artifacts of publishing in a former era and speculates on the tools

and products of publishing today. "When Publishing Had Scents and Sounds," *New York Times*, Sept. 6.

"When I look at books, I see an outdated technology, like scrolls before books."

JAMES TRACY, headmaster of Cushing Academy in Ashburnham, Massachusetts, and chief promoter of the library's going bookless. "Welcome to the Library. Say Goodbye to the Books," *Boston Globe*, Sept. 4.

"The stereotypical library is dying—and it's taking its shushing ladies, dank smell, and endless shelves of books with it."

John D. Sutter on the future of libraries. "The Future of Libraries, with or without Books," *CNN*, Sept. 4.

"Spare us the lecture."

An editorial, which disapproved of several small rural libraries in Michigan's Great Lakes Bay region closing September 10 so that staff members could attend a library-

funding rally in Lansing that day, argued that "as public institutions, [libraries] should hold as closely to their regular hours as possible, despite the urgency of their mission. . . ." Many area newspapers opined that the closures that day were merely a taste of what would come if the proposed budget cuts were enacted. "Some Libraries Shouldn't Have Closed for a Rally at the State Capitol Today," *Saginaw (Mich.) News*, Sept. 10. ■

Angry law librarians criticized this e-mail ad from Thomson West because they felt the ad challenged their relevance within the legal profession. Thomson Reuters Senior Director of Library Relations Anne Ellis apologized, saying "this does not reflect in any way how West feels about and values librarians."

Killjoy Was Here

The librarian as spoilsport

by Thomas Washington

Recently I listened to a commencement speaker who said, “If faculty members can’t offer students some hope and optimism for their future, some path of confident thinking in uncertain times, then we have no right or reason to be around them.” I’d prefer offering students a sunnier picture from behind the reference desk, but the evidence invariably leads to something more menacing.

Consider this opening paragraph from *The Revenge of*

Gaia by James Lovelock, a tract I recently helped unearth for a student’s research on global warming: “One of the hardest tasks we face in life is to be the bearer of seri-

ously bad news. . . . as a planetary doctor I have now to bring the worst of news. . . . We have driven the Earth to a crisis state from which it may never, on a human time scale, return to the lush and comfortable world we love and in which we grew up.”

No wonder Lovelock’s book never moved from the new-arrivals library shelf. The student hadn’t even mined the first chapter before putting the book down. I relegated Lovelock’s book to the main stacks the next day, another skull within the catacombs of neglected readings.

The fiction shelf can always provide an escape hatch from Lovelock

and the host of other doomsayers, except I always jump for silent joy when I see *Heart of Darkness* checked out instead of *Love the One You’re With*, yet another mawkish chance-encounter novel involving an old flame. *Anna Karenina*, anyone?

The reference desk doesn’t always revolve around such dismal academic intelligence. Research assistance hits upon all sorts of little-known fun facts throughout the day. I can enter an unfamiliar database and fish out a prize answer for a patron in seconds flat, if they don’t Google it first. I can

tell them which state has the most bridges—it’s Texas, but I’ve forgotten the number—or who won the Stanley Cup in 1984.

More than one billion people in

about 70 countries around the world observe Daylight Savings Time, by the way.

But while Google and the wiki reduce my services to the same sorry fate as the milkman and the travel agent, I somehow feel a need to square the balance, however tainted the impulse. Any text that floats across the reference transom I regard as potential fodder for my community of readers, academic or otherwise.

Weeks ago, for example, a friend bought a new Honda Insight for \$20,000. I came across this review in the U.K.’s *Times Online* days later and forwarded: “It’s terrible. Bibli-

cally terrible. Possibly the worst new car money can buy. It’s the first car I’ve ever considered crashing into a tree, on purpose, so I didn’t have to drive it any more.”

An old colleague was thrilled to have accepted a new teaching post in Pittsburgh. The American Lung Association later issued a report that revealed Pittsburgh was the most polluted city in the country. Again I hit the send button. Another friend is selling his home in Virginia and moving his family to Texas. I didn’t send him the story in the *Washington Post* that said most homeowners in the area were accepting far less than what they paid for their homes, mostly because foreclosures were dragging down prices throughout the region. He’ll learn this soon enough; it’s front-page news—literally.

I used to think students largely ignored librarians because most of us summon the age-old stereotype of the bun-headed diminutive with her index finger at her lips, scurrying between the bookshelves like a mother hen, shushing the children. Our obsession with peace and quiet—mine at least—probably isn’t the reason why some of us are taking a back seat in the age of (too much) information.

Carl Jung once famously remarked that people cannot stand too much reality. Maybe Stephanie Meyer’s vampire books are flying off our new-arrivals shelf for good reason. ■

THOMAS WASHINGTON is upper school head librarian at the Potomac School in McLean, Virginia.



Any text that floats across the reference transom I regard as potential fodder for my community of readers.

A photograph of a paved road with a white dashed line down the center. A white computer mouse with a black cord is lying on the left side of the road. The cord extends along the road towards the background. In the distance, there are trees and a guardrail. The title 'From Distance' is overlaid on the image in a large, purple, serif font.

From Distance

Thanks to online education, neither time constraints nor geographic isolation can deter aspiring librarians from their career goals.

by Kenneth E. Hartman

Library professionals have long been at the forefront of information technology, and they continue to lead the charge in learning with IT. So it should come as no surprise that education for librarianship continues its growing trend as being among the most popular online degree programs offered by institutions of higher education.

As of November 2008, there were 62 ALA-accredited MLS graduate programs offered by 57 U.S. and Canadian institutions of higher education; 50 of these programs either teach their curricula entirely online (see box) or offer a blend of face-to-face and online courses.

A study released this spring by the U.S. Department of Education jibes well with this trend in LIS education. According to a May USDOE report titled *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*, online learning has definite advantages for students over face-to-face instruction. The DOE summary concludes that “instruction conducted wholly online was more effective in improving student achievement than the purely face-to-face.”

“This new report reinforces that effective teachers need to incorporate digital content into everyday classes and consider open-source learning management systems, which have proven cost effective in school districts and colleges nationwide,” Education Secretary Arne Duncan said in a June 26 statement, urging educators to consider the study’s findings.

The increase in the number of adults earning degrees online is nothing short of remarkable, according to a 2008 Sloan Consortium report. *Staying the Course: Online Education in the United States, 2008* stated that approximately 3.94 million students took at least one online course during the fall 2007 term—an increase of nearly 13% over the number of online students Sloan-C documented for 2006. Moreover, the 12.9% rise in online enrollment far exceeds the 1.2% increase in the student population registered for higher education, according to Sloan-C.

Expanded opportunities

Interest in the MLS degree will no doubt continue, as employment opportunities in the library and information science job sector are projected to experience positive growth in coming years, according to data reported by the United States Bureau of Labor Statistics (sector analyses for 2006 to 2016), United States Bureau of Labor Occupational Employment Statistics, and reports from the American Library Association.

Eduventures, a higher-education research and consulting firm, estimated in a January report prepared for Drexel University Online that more than 21,400 graduate students will be enrolled in a fully or blended online MLS program in 2009, and that nearly 7,300 MLS degrees will be awarded this year. Eduventures projects a 3% annual growth in MLS enrollment between now and 2011.

Among those newly minted MLS holders who got their education online is the amazing Heidi Grant, who graduated from Drexel in 2005. Grant underwent chemotherapy for an aggressive form of non-Hodgkin’s lymphoma

LINKS TO LEARNING

Of the 50 graduate ALA-accredited programs in library and information science that have incorporated an online-learning component into their curricula, 14 offer programs that are conducted entirely via distance education, according to the Directory of ALA-accredited Master’s Programs in Library and Information Studies maintained by ALA’s Office for Accreditation. Besides Drexel University (see article) the 13 other institutions offering online-only instruction leading to the MLS are:

- Clarion University of Pennsylvania
- Florida State University, Tallahassee
- North Carolina Central University, Durham
- Rutgers University, New Brunswick, New Jersey
- San Jose (Calif.) State University
- Southern Connecticut State University, New Haven
- Texas Woman’s University, Denton
- University of Alabama, Tuscaloosa
- University of Puerto Rico, San Juan
- University of Southern Mississippi, Hattiesburg
- University of Tennessee, Knoxville
- University of Wisconsin, Milwaukee
- Wayne State University, Detroit

The list is available at www.ala.org. Choose Office for Accreditation from the Offices dropdown menu, and then select from the Accreditation Resources links.

Distance education can also enable busy library workers to pursue continuing-education opportunities. Several ALA divisions offer webinars as well as online courses extending over several days or weeks through such interfaces as Moodle. Content ranges from serving children with disabilities to podcasting and an introduction to taxonomy.

Details about programming, as well as registration forms, are located at www.ala.org under Conferences and Events/Upcoming Events/Distance Learning.

while continuing to work towards her master’s degree in library and information science.

“My family encouraged me to finish, so by completing coursework from my hospital bed, I was able to plug away and get it done,” Grant recalls. In addition to her health and coursework demands, Grant had just gone through a divorce. “The fact that there were no set class times made

all the difference. Of course there were papers and deadlines, but I had the freedom to sit at the computer at 2 a.m. and get work done.”

Today, Grant is cancer-free and credits Drexel’s online learning program with helping her to achieve her master’s degree and secure a better career. “It was all very stressful; however, I knew the secret to a better life for me and my children rested on the completion of my degree.”

Ann Coster, a classmate of Grant’s, earned her MLS degree in 2008 while residing in Cairo, Egypt. The biggest challenge for Coster was overcoming the fear that she could not work full-time while taking online classes. However, her fear turned out to be unfounded. “I found my classes to be relevant and helpful in my day-to-day work responsibilities,” Coster said. “Life becomes much more manageable when your coursework complements your job, and you complete assignments around your daily schedule.”

Best practices

In *The Perfect Online Course: Best Practices for Designing and Teaching* (Information Age Publishing, 2009), editors Anymir Orellana, Terry Hudgins, and Michael Simonson highlight the existing body of literature related to best practices and guidelines for designing online education and teaching. A

key component emphasized in the book, and one of the basic pedagogical principles of teaching within an online community, is student engagement.

Clearly, there are a host of different strategies (asynchronous, synchronous), utilizing a variety of technologies (wikis, multiuser virtual environments, Second Life, etc.) currently being used by online instructors for engaging online learners.

James E. Andrews, director of the School of Library and Information Science at the University of South Florida in Tampa, states that his school’s faculty “generally engage their online students through the use of asynchronous tools in the learning software, such as weekly discussion boards and blogs, and other Web 2.0 tools.” He adds, “We also use audio and video in lectures, and many professors design creative projects that involve such activities as online group work, library visits, or others that go beyond merely presenting the content online. The key to the most successful use of these is sound curriculum and instruction design that goes beyond merely the gratuitous use of technology.”

San Jose State University has positioned itself as the “global e-campus in library and information science,” according to Ken Haycock, professor and director of SJSU’s School of Library and Information Science. “We have in-

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vested heavily in web-conferencing software for both audio and video synchronous class sessions,” he says, noting that the graduate school “also sponsors SLISLife, a Facebook-like program allowing students to connect by interest, by course, by geographic region, and more. With students in 46 states and 14 countries, both academic and social professional engagement is critical to student success.”

Drexel University Professor Kristen Betts developed a framework to engage online students called online human touch (OHT). The framework enables faculty to welcome new online students to Drexel and invite them to attend a “virtual tea.” “Tea sachets are sent to them in the mail and they’re invited, usually the second of week of enrollment, to attend a live lecture. At the lecture, the students introduce themselves to their fellow online classmates, and they meet Drexel support staff such as librarians, technology support specialists, and writing coaches,” Betts explained.

Throughout the academic year, other online events are held to keep students engaged, including a “virtual wine-and-cheese party” and alumni lectures. These interactive events enable students to learn about new technologies, discuss career opportunities, and network.

Down the road

The only thing certain about the future of online learning is that technological developments will enhance online instruction, and that prospective LIS graduate students will increasingly enroll in those distance-education graduate programs with the demonstrated ability to provide a practical and engaging learning experience.

Interestingly, it may be the significant movement toward online learning in the K–12 sector that will drive higher education to expedite its delivery of online instruction (e.g., over 700,000 K–12 students took online courses in 2005–06, and some states now require one online course for high school graduation). School librarians, in particular, will be called upon to help teachers develop and teach online K–12 courses.

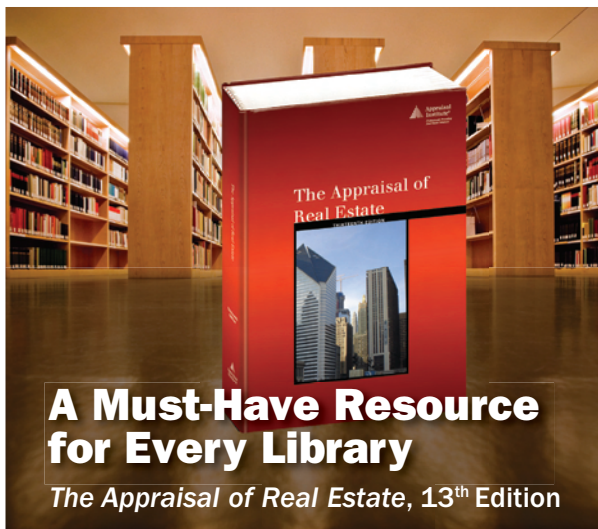
Also, studies and reports on the merits of online learning, such as the May USDOE report, will continue to validate new pedagogical approaches to online instruction, highlighting best practices in the field.

Librarians must lead their respective organizations into the 21st century’s era of e-learning, or risk being viewed as dinosaurs by colleagues and constituents.

And we all know what happened to the dinosaurs. ■



KENNETH HARTMAN is the academic director of Drexel University Online, headquartered in Philadelphia, and is national chairman of the 2009 National Distance Learning Week (November 9–13), sponsored annually by the United States Distance Learning Association. He can be reached at kenhartman@drexel.edu.




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The Children We Serve

Five notions of childhood suggest ways to think about the services we provide

By Virginia A. Walter

In *Children and Libraries: Getting It Right* (ALA Editions, 2001), I proposed three alternative visions for the children we would be serving as we moved into the 21st century: the original notion of the child reader, an idea that inspired and guided the founders of library service to children; the child of the information age; and the child in the community. It's now time to revisit those three concepts and look at two additional notions of childhood that might usefully inform our thinking today. These new ideas are "the global child" and "the empowered child."

Each of these five concepts of the child leads to a different approach to library service. All are plausible, all are hopeful, and all are obtainable. They may not be mutually exclusive, but each is based on a different understanding of the child who will shape and claim the future of the 21st century.

The Child as Reader

The library for the child reader is the vision that offers the most continuity with the past. It builds on the core values and visions of the librarians who founded library services for children in this country. It is consistent with the niche that these services have traditionally occupied. It is therefore a conservative vision, in the sense that it conserves a cherished and valued tradition.

As we think about the future of library service to children, however, we must look at even our most cherished and valued traditions to see how they hold up against today's realities. Can we be sure that books and reading will continue to be valued by our society? Will parents, educators, and policymakers continue to believe that books and reading are essential to the healthy development of children? Will voters agree that providing books and promoting reading for children are appropriate and necessary functions for tax-supported public libraries? I

responsible for the original program drew on research findings from the National Reading Panel and even hired academics with impeccable credentials to design the workshop curricula. Not satisfied with that, they commissioned a research study to determine whether the research-based curriculum achieved its desired learning and behavior outcomes. The study showed that parents of every age, educational background, income level, and ethnicity who attended the ECRR workshops significantly increased those behaviors that research has shown stimulate reading readiness in young children. So we're feeling like we're on pretty solid ground here, at least in our efforts to improve literacy in young children. The big lesson we learned is that we can't do this job alone; we need to enlist caregivers and especially parents as the child's first and best teachers.

The Child of the Information Age

Computers, with their access to myriad digital resources, have already changed the way we deliver many of our services to children. Children of the information age—boys in particular—have breached the walls and claimed their right to computers and the internet. Never mind that they do not have all the rights that adult library patrons do;

We can work even harder than we do now to ensure that the library operates in the best interest of children.

am writing these words during the worst economic recession our country has known for decades, when even the most basic government services are threatened. Will we librarians be able to make a case for the importance of books and reading in the lives of children?

It has been interesting to observe the profession's effort to build a rational foundation for our reading mission. I have previously written about our faith in a deeply held but unproven belief in the power of reading "good" books as a means of improving human nature and presumably human behavior. However, the world we operate in now seems to require something more, and children's librarians have dutifully looked for research findings that bolster their claims of doing good work and providing meaningful service.

One of the more significant initiatives has been "Every Child Ready to Read" (ECRR), a joint initiative by two American Library Association divisions, the Association for Library Service to Children and the Public Library Association, to educate parents and caregivers in techniques they can use to transfer critical emergent literacy skills to their preschool children. The association leaders

many, perhaps most, libraries use filtering software to screen content on computers in the children's room. Most young patrons probably don't care as much as we intellectual freedom advocates do; they are not there to access forbidden websites. They may not even want to access information sites at all. Mostly, librarians tell me and my own observations confirm, they want to play games.

We children's librarians tend to be a little dismissive of those computer and video games, unlike our colleagues in young adult services. Sometimes it seems that the best rationale we can offer for this activity is that we encourage reading for pleasure. Why not computing for pleasure? We should probably pay more attention to voices like that of Steven Johnson, who claimed in his book *Everything Bad Is Good for You* (Riverhead, 2005) that computer games place heavy cognitive demands on their players. In fact, much of these games' captivation is due to the challenges they place on individuals to persist in their efforts to solve complex challenges. In *Got Game: How the Gamer Generation Is Reshaping Business Forever* (Harvard Business School Press, 2004), John C. Beck and Mitchell Wade go even further.

Although the founders of library service to children designed their services to promote books and reading, they still understood the importance of their young patrons' environment.

They insist that the hours spent playing video games have given young people now entering the workforce some unique and badly needed skills: an ability to multitask and a willingness to take risks. Those 10-year-old boys clustered around a computer in your children's room arguing about the best strategy for knocking out an opponent's avatar may be engaged in the same kind of reasoning 20 years from now in some corporate boardroom.

However, access is only part of the problem. The other two issues that we need to think hard about are content and education for information literacy. And if we are going to fully realize the potential of this marvelous device that computer scientist Seymour Papert called "the children's machine," we also need to consider how we are going to integrate computers and digital resources into our services and collections.

The Child in the Community

Although the founders of library service to children designed their services to promote books and reading, they still understood the importance of their young patrons' environment. Librarians working in rural areas pondered schemes to bring books to children in remote farmhouses far from the nearest library. Urban librarians were concerned about crowded tenements and unsafe sweatshops where children labored for pennies. In a speech to ALA in 1905, Frances Jenkins Olcott, then head of the children's department of the Carnegie Library of Pittsburgh, talked about the demographics of her city, where more than two-thirds of the total population of 321,616 were "either foreign born, or children of foreign born parents, and persons of negro descent." Olcott was knowledgeable about the employment opportunities, the housing conditions, and the curriculum of the public schools. She knew the city inside and out, and she understood what living there was like for children.

Olcott knew that the Carnegie Library was reaching thousands of children through its branches and through the city schools. She worried about the large numbers of children who didn't come into the library and were not enrolled in school. She did not abandon these at-risk children. She organized an initiative that cooperated with "institutions for social betterment," such as social settlements, the juvenile court, and the Newsboys' Home. Library

staff established home libraries—small cases of books—in working-class homes. During home visits, librarians would gather a group of children from the neighborhood and talk about the books, read aloud, tell stories, and organize crafts such as sewing or basketry.

Outreach or social work? Librarians sometimes embrace the first activity and shun the second. Yet when they truly begin to plan and implement programs that take into account the communities in which children live, the lines tend to blur. Traditional library missions may expand when we go beyond superficial marketing studies or environmental scans and really dig for insights into our communities.

We will rarely find those useful insights if we stay sequestered behind the walls of our library buildings. I understand the competing demands of reference desk schedules, storytimes, and staff meetings. In spite of those very real constraints, time must be found for walking in the footsteps of the children and families whom we serve.

The Global Child

The world feels more interconnected all the time. The increasing urgency of global warming has alerted us to both the fragility and the importance of those connections. Our economic system is now international as well. Banks fail in New York, and stock markets in Japan, Hong Kong, and Europe shudder along with our own. And sadly, war continues to remind us that we are all citizens of one world. In addition, the United States continues to attract immigrants from all over the world.

It is no longer unusual to find large urban school districts in cities that serve as ports of entry for new immigrants where the number of languages spoken in the homes of the students exceeds 50. In my own city of Los Angeles, these languages include the mostly oral dialects spoken by indigenous people from Central America as well as the more familiar Spanish, Korean, Mandarin, Thai, Filipino, and Armenian. For the children of these newcomer families, the country of origin remains an important influence.

It is easy to see that the children whose families maintain their international connections are living in a global village. I suggest that other children, like my

grandchildren who are now fourth-generation Americans, are also residents in one global village. The ecological and economic and geopolitical realities of the 21st century place them there. The library can help prepare them to be more competent and compassionate global citizens.

Our materials collections serve us well as a resource in this endeavor. I still have the copy of Paul Hazard's 1944 book *Books, Children, and Men* that I bought when I was in library school. I was taken with his notion of the world republic of childhood. This French scholar wrote eloquently about the capacity of books to connect children to one another across national borders.

Books in languages other than English are most likely to be found in children's collections serving large immigrant populations. They are well used by children who haven't learned English yet and by families who hope to keep the mother tongue alive even as the children become fluent in English. I have found, however, that even monolingual American children are intrigued with books in other languages. They are especially fascinated by different alphabets. I'm not sure what an American child learns about Japan when she leafs through a Japanese picture book, but it can't hurt to be exposed to the notion that not everybody reads from left to right in the Roman alphabet.

If we begin to think of the American children we serve as citizens in the world republic of childhood who will grow up to be decision makers in an increasingly interconnected global village, we also add another critical dimension to our understanding of contemporary childhood

The Empowered Child

Children have little legal power. They are dependent on their parents by law and in practice. They may depend on their parents to sign them up for soccer or to take them to the library. Even ALA, whose Library Bill of Rights asserts that "a person's right to use a library should not be denied or abridged because of origin, age, background, or views," affirms the right and responsibility of parents to guide their own children's use of the library and its resources and services.

Given this legal and social reality, what is the justification for empowering children? Why should librarians be advocates for children's rights? In an essay in *Rethinking Childhood* (Rutgers, 2003), Barbara Woodhouse proposes that we recognize two categories of rights especially for children—needs-based rights and dignity-based rights. Needs-based rights would include positive rights to nurturance, education, medical care, and other goods and services that children need to develop into productive adults. Dignity-based rights, on the other hand, recog-

nize that children are fully human from the time of their birth. Dignity-based rights reflect both the inherent dependence and fragility of children and their developing capacity for participation in decisions that affect their lives. Woodhouse identifies five principles of human rights that could and should be applied to children:

- The equality principle: the right to equal opportunity
- The individualism principle: the right to be treated as a person, not an object
- The empowerment principle: the right to a voice and, sometimes, a choice
- The protection principle: the right of the weak to be protected from the strong
- The privacy principle: the right to protection of intimate relationships

This framework resolves much of the tension that has plagued the issue of children's rights. It acknowledges the child's right to protection as well as the child's right to autonomy. Librarians can contribute to this framework a principled defense of children's right to information and the active dissemination of the information that children need in order to exercise their other rights

We can work even harder than we do now to ensure that the library operates in the best interest of children; we have a long tradition of advocacy; and advocacy, along with public relations and networking, is one of the seven core competencies for children's librarians put forth by ALSC.

One important document that deserves our attention is the United Nations Convention on the Rights of the Child as a framework for guiding their work. This document, adopted by the United Nations in 1989, has been ratified by every country in the world except Somalia and the United States. It is a remarkable international consensus on the civil, political, economic, social, and cultural rights of children. It covers just about every aspect of children's lives, and it emphasizes respect for children's dignity. It manages to avoid focus on either protection or self-determination for children, the usual opposing viewpoints, and instead promotes liberty, privacy, and nurturance.

The child as reader, the child of the information age, the child in the community, the global child, or the empowered child? Which child will we target as we plan and deliver library services in our communities? Better yet, can we strive to target them all? ■



The author of nine books and numerous articles on evaluation of youth services, VIRGINIA A. WALTER is professor emerita in the Information Studies Department at UCLA, where she continues to work with students and conduct research. She is a past president of ALSC and currently serves as ALA's delegate to IFLA's Standing Committee on Reading and Literacy. This article is excerpted from her upcoming book *Twenty-first Century Kids, Twenty-first Century Librarians* (ALA Editions).



E-READERS IN ACTION

An academic library teams with Sony to assess the technology

by Anne Behler

E-books are nothing new, and librarians and library patrons have long struggled with their lack of utility. Reading on a computer screen for long periods of time is not most people's cup of tea and leads to hundreds-of-pages-long printouts in many a library lab. However, in early 2008, e-books began to make waves thanks to the launch of Amazon's Kindle. Featuring a new e-ink technology (grayscale rather than a backlit screen) and a complement of easy-to-download titles, the Kindle brought about a heightened interest in e-books and e-readers. By no coincidence, the Sony Reader, which existed prior to the Kindle, also started showing up in marketing campaigns. This activity also saw new enhancements in the devices as well as a rise in the number of competitors on the market.

A March 2009 "E-Book Reader Roundup" on Wired.com listed eight different reader devices that are on the market or coming soon, and they've recently been joined by the Cool-ER device, which resembles an iPod and features Mac compatibility. But while the race to perfect the e-book reader has continued, the question posed by Stephen Sotong last year in *American Libraries* (May, p. 47) remains: "Why would anyone pay \$300 to \$400 for a dedicated reader device when the display and interface are not as good as a paper book?" Moreover, do e-book readers have a place in libraries or in the classroom?

With the realization that e-readers will keep coming,

library and classroom texts will continue to move to digital formats, and there is currently no ideal device for those scenarios, librarians at Penn State University proposed a partnership with Sony Electronics in early 2008. We recognized that the libraries are situated at the academic crossroads of the university, and they serve as the content provider and information experts for all disciplines and user populations at Penn State. The libraries were thus the ideal place to introduce the Reader to the university community. We also realized that in order to influence changes in e-book technologies that will matter to academics and librarians—heavy content users and providers—the libraries needed to work directly with either Amazon or Sony Electronics.

Forming a partnership

In response to the proposal, Sony donated 100 PRS-505 E-Book Readers to the Penn State University Libraries. The libraries formed a team to manage the project and to oversee collection development and the test scenarios. I served as coleader along with a member of the libraries' information technology department, who managed technical logistics; the team also included three faculty members, among them the English department head. During the course of the project, many individuals took part, including faculty and staff from the libraries' technical services department, lending desks, and the Office for

There is **much** that libraries can do **to be part** of the equation when it comes to **the future** of reading.

Digital and Scholarly Communications. (For those who may wonder, the project proposal was also submitted to Amazon, which was not ready for collaboration at the time.)

Institutional issues

Central to all aspects of the Penn State Sony Reader Pilot was this question: How do we take a mass-market consumer-focused device and make it work in an institutional setting? In all honesty, the Sony Reader did not make this an easy question to answer. The Sony Reader's licensing model, designed for a household of five, allows for a single computer to hold one eLibrary with no more than five associated Readers. Any content purchased for this eLibrary could be downloaded to any or all of those five Readers. Since the Penn State project involved 100 Readers, our challenge was to find a way to efficiently load them with a variety of titles without the need for 20 individual computers.

Through feats of technical acrobatics, we devised a solution that used nine virtual machines on only two dedicated PCs. Sparing the details, this solution involved the creation of separate log-ins and passwords for each eLibrary, as well as an e-mail account with 20 different aliases to track e-book acquisitions. In addition, all of the Readers were cataloged—the records for the lending Readers included contents notes to enable title discoverability—and they were outfitted with protective cases, barcodes, and identification labels.

Through the pilot, which lasted the entire 2008–09 academic year, Sony Readers were put through the paces in many different scenarios. In addition to library lending, they were used in two honors first-year English courses each semester, one English graduate seminar class, and a library studies first-year seminar class. Some Readers were also tested in support of disability services, for students with learning and visual impairments, but met with absolute failure in that setting.

Not a slam dunk

The library lending program was promoted in conjunction with the campus's new leisure reading collection. Five Readers were preloaded with thematic collections of best-selling titles during the fall 2008 semester. When we learned from our users that theme didn't matter and variety was king, we added more Readers to the fleet, and consolidated titles into one large preloaded library rather than having several different ones. During the semester, each Reader was checked out continuously, each patron keeping it for

the entire four-week lending period. While these patrons offered valuable feedback, the lending period for the spring 2009 semester was shortened so that more people would have an opportunity to try out the new service and assist in assessment.

Overall, the survey responses revealed that reading is an intensely individual experience: Each person had a different take on whether they enjoyed using the Sony Reader and whether they would use one again. Most respondents pointed out known issues with the devices: unsatisfactory battery life and difficulty recharging, slow refresh time when turning pages, glare on the page, and an expensive purchase price.

And while patrons enjoyed having a variety of titles to choose from, many of them did not read more than one, raising the question of whether the preloaded content model of lending makes sense: Why monopolize many books at once when the patron only wants one or two? To support this sentiment, some patrons requested an on-demand model of service. This may be feasible at a smaller institution where the staff member who loads content onto the Readers would also be serving patrons at the circulation desk. Unfortunately, the current hardware-dependent technology model is not scalable to a larger academic setting, particularly a library-supported one. At Penn State many people staff the lending desk, which is open 24 hours a day, five days a week, and loading content would require access to the two dedicated PCs and the many virtual machine profiles—a training nightmare. This was a major finding the researchers shared with Sony Electronics. A wireless download capability might make this situation slightly more bearable; however, the Kindle also requires an individual account to be created for every five devices and therefore does not lift any of the logistical burdens.

E-readers in the classroom

In both the English and library studies classes, students were issued Readers preloaded with the content for the class. In addition, students in the library studies class were given a small selection of popular leisure titles to peruse. The focus of this class was navigation, critique, and synthesis of information sources and tools/formats. Students were asked to reflect on their experiences with the Readers and other course topics via blog posts, and they also participated in regular user-experience surveys to give feedback on the Sony Reader devices specifically.

In addition to providing feedback that echoes that from the patrons who borrowed Sony Readers, the students answered questions that gave insight into when and how

they used the devices, and what they thought would make them suitable for college students. Their responses reveal that although the Sony Reader is a single-function device, the majority of students did not refrain from multitasking while using it: Nearly 67% of them were engaged in other activities while reading. Additionally, although the Sony Reader is a mobile device, most of the students used it only in their dorm rooms; while they were not specifically asked why they chose a location, their complaints about inability to make in-text notes and easily navigate pages might point to the need to be close to their computers, notebooks, and other course materials while doing assigned readings on the devices. While none of the students completely agreed on what would make the device better suited to academe, many of them expressed a desire for greater interactivity with the text, as well as multimedia functionality and wireless capability.

The students in the honors English course engaged with an extensive reading list on their Sony Readers in a class that also required a great deal of reflective writing. In addition, the English classes were encouraged to do their own content loading, including experimentation with RSS feeds (a clunky process that requires help from free-download software called Calibre to convert the RSS feeds into Sony's

proprietary .lrf file format). Their feedback was gathered through a series of videotaped interviews and in end-of-semester presentations given to an audience of faculty from the libraries and English departments as well as a representative from Sony. These classes were offered again in spring 2009, the primary difference being that the instructors were graduate assistants who were also using the Sony Reader in their own studies.

Early video and presentation analysis reveals that the students read differently when using their Sony Readers instead of books or computer screens: They *felt* more immersed in the text (some of this may be attributed to the difficulty in navigating to bookmarks and salient passages, requiring more thorough reading and digestion of the text on the first reading). The students adapted to the navigational challenges of the Sony Readers, creating notecards and post-its to assist in information recall, but would like to avoid this in the future. Many of the students in the English classes were in majors outside of the humanities, and they felt strongly that current e-reader technology is not adaptable to the hard sciences, whose texts are rich with color and diagrams, and are not often read in sequence from cover to cover. Most of the students were hesitant to commit to purchasing an e-reader any time in the near future; they



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weren't sure whether they'd use it outside of assignments, and the price is too high for a college student. They were also unsure how they felt about university-funded Readers because of their lack of application in the sciences; most were sure they'd end up having to purchase additional paper books as well, making the proposition even more expensive.

As primary content-providers on campus, libraries are positioned to make a difference in the way content is delivered and digested. Features such as color e-ink, interaction with the text, portability, and integration with other applications such as phone, music, and computing remain on the desired list of functions e-readers should have.

Of course, many more reading devices are coming down the pike: Amazon has released the DX and is partnering with several universities, as well as textbook publishers, during the 2009-10 academic year. Details are still under wraps, but this pilot project represents another positive step toward information consumers influencing the directions e-content and e-reader technologies will take.

In terms of both available content and reading devices, we are a long way from the ideal product, but there is much that libraries can do to be part of the equation when it comes to the future of reading. Where content is concerned, libraries

can do better; that starts with listening to and observing our patrons' reading habits and preferences. We can be choosier about our e-content vendors, favoring those who offer a product that adapts to our users' needs, rather than forcing them into one-page-at-a-time viewing and/or printing on an eye-straining computer screen. We can continue to work with publishers and vendors on the development of their products so that they meet the needs of the academic information consumer, and we can continue to involve our students in that development. Finally, we can work to influence the hardware inventors, who may one day come up with a technology model that is scalable to an academic setting.

Like all paradigm shifts, those occurring in reading and publishing breed a nervous excitement. Libraries are positioned to harness that energy and be at the forefront in changing and creating better e-book and e-reader services for our patrons. ■



ANNE BEHLER is an information literacy librarian at Pennsylvania State University, focused on instruction and outreach to first-year students. She is also the librarian for the school's leisure reading collection and is co-project leader for the Sony Reader pilot project. She blogs at www.personal.psu.edu/acb10/blogs/AccordingtoAnne.





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Facebook

à la Fulbright

After taking the Road to Morocco, a librarian
connects with her students online

by Heather Lea Moulaison



When I began my Fulbright teaching award in Morocco, I had one Moroccan “friend” on Facebook, the international social networking website. This friend was a student at the library school where I had been assigned, the Ecole des Sciences de l’Information (ESI) in the capital city of Rabat.

A New Jersey librarian had put me in touch with this outgoing young woman, starting the social networking experience that would supplement F2F (face-to-face) contact in class throughout the academic year. I had already been using Facebook to keep in touch with friends and colleagues while in the United States. Surprisingly, Facebook also became a valuable tool for cultivating in-country connections with future information professionals during my time abroad.

In my library career, I enjoyed making use of my second master’s in French and continued to cultivate my love of foreign languages and travel. Librarians qualify for full Fulbright awards by virtue of our terminal (or professional) degree, the MLIS. Since I’d been serving as an adjunct faculty member for just about all of my career as a librarian (and TAing before that), the idea of applying for a teaching Traditional Fulbright Scholar award in Morocco was too tempting to pass up. I applied in summer 2007, was accepted in spring 2008, and found myself on the “Road to Morocco” in September 2008.

Morocco is a Muslim North African country that was colonized by the French for roughly the first half of the 20th century. Much of the current education system was influenced by that contact with the West; for example, the language of instruction in technology-dependent disciplines tends to be French. The local language is Derija and the official language is Arabic. Derija is not the same as Arabic, in the same way that Spanish or Italian are not Latin. Despite its proximity to Europe, Morocco is a developing country. It is also extremely open, the inhabitants are friendly, and tolerance is a way of life. However, as in many developing countries, illiteracy is high, and poverty is a very real problem.

Morocco has a single library and information science school, ESI. It offers a four-year undergraduate degree and a two-year master’s; the entrance competition to both is fierce. The result is that students

are highly motivated and very engaged. The majority hope to work as archivists or “documentalists” when they graduate, as libraries are still underdeveloped and not professionally appealing. Like undergraduates in the United States and Canada, students are into using cell phones, taking photos of the mundane, and connecting on social networking sites—Facebook in particular. Morocco boasts some of the best Internet connectivity rates in all of Africa, making online connectivity almost as easy as a cell phone connection.

Once the school year began, it did not take the students long to figure out that I had a Facebook account. While I would never seek to “friend” a student, I accepted friend requests from current ESI students as part of the experience. As time went on, the connections, comments, and communication became richer. Here are some highlights of how Facebook enhanced my time in Morocco through connections with aspiring information professionals.

October

Classes started in early October, right after the end of the holy month of Ramadan. In late October, I took two photos of my second-year students and posted the photos to my blog as part of an in-class lesson on Web 2.0. After class, about eight students came up to me and asked for the photos. The photos promptly started showing up in student Facebook photo albums and as their profile photos. The photos were a hit, and I got more friend requests than ever.

November

After explaining to second-year students that I am working on a PhD, I got a very kind message on Facebook from a student welcoming me to Morocco and wishing me well in my studies.

The screenshot shows a Facebook profile for Heather Lea Moulaison (Morocco). The profile picture is a woman with brown hair wearing a green shirt. The cover photo shows a woman in a green shirt holding a green object. The page has a blue header with the Facebook logo and a search bar. Below the header, there is a green 'Sign Up' button and a link to 'Sign up for Facebook to connect with Heather Lea Moulaison.' The main content area shows the profile name, location (Morocco), and a list of friends. Below the friends list, it says 'Heather Lea Moulaison is a fan of:' followed by a list of organizations, music, applications, and non-profits.

facebook

Remember Me

Email

Sign Up Sign up for Facebook to connect with Heather Lea Moulaison.

Heather Lea Moulaison (Morocco)

Add Heather Lea Moulaison as Friend | Send Heather Lea Moulaison a Message | View Heather Lea Moulaison's Friends

Here are some of Heather Lea Moulaison's friends:

Fadoua Zeddouki Fred Salini Fati Fatima Tim Dennis R. Shane McNamara Jen Wollman Mohamed Souhail Katy Ellis

Heather Lea Moulaison is a fan of:

Organizations Madinat Al Irfane Rutgers University School of Communication and Information Ecole des Sciences de l'Information [ESI]

Music Stephanie Morris

Applications Obama

Non-Profits Human Rights Campaign

Not the Heather Lea Moulaison you were looking for? Search more »

Facebook © 2009 English (US)

About Advertising Developers Careers Terms Blog Widgets

Facebook can connect aspiring information professionals.



December

Guest speaker Eric Childress of OCLC Research spoke to a devoted crowd about Metadata Friday. Friday prayers draw students, especially the men, away from school in the afternoon. These dedicated master's students and undergraduate English club students came back to school late in the afternoon that cold Friday in December to learn about OCLC. The classroom building is unheated, so we wore coats for the talk.

January

Breaks between semesters and time set aside for studying yielded extra time for students to look through my Facebook photo albums. I was glad they felt comfortable enough to make comments, especially about my photos from Morocco.

February

The seriousness of the exam period took a toll on the social networking for all of us in February.

March

The former director at ESI had retired in December 2008. His replacement was announced on the one day of the week when I worked from home. Not a problem: many students changed their Facebook status to mention Mr. Lemallem's appointment. The students also made a fan page for him so I was able to figure out who he was (turns out he'd been in the office next to mine).

April

ESI does not provide students with e-mail accounts, so communicating via Facebook messages was a convenient way to stay in touch with students as they worked on papers, asked about upcoming speakers, and looked for resources. I must have received 10 messages from the third-year library students during spring break while they were working on their big papers for our class.

May

Perhaps the most rewarding use of Facebook over the past year was seeing its use by my third-year aspiring librarians

Left: A class of third-year students who aspire to become librarians. Center: The author atop a camel. Right: A class of third-year students who aspire to become librarians.

after our class had officially ended. At our last class session, I took a photo of the students in the beginning of the hour. At the end of the hour, we discussed what the future of libraries will be, and I showed them the photo I had just taken . . . of them. In countries where there are not a lot of resources, where there is not a culture of reading, and where the profession of librarian is relatively unknown, the library school students of today are what truly will drive the libraries of tomorrow. After they got over their surprise at the unveiling of their photo, they seemed to take the point.

When I posted that photo to Facebook, a conversation started. One student captioned the photo: "To get this photo, just conjugate 'to library' in the future tense." Another student followed by commenting: "We will library"; and so on. I was overjoyed to see their enthusiasm for the idea of taking responsibility for the future of libraries under some pretty harsh conditions, and taking that responsibility publicly, of their own volition. They are 100% up to the task, there's no doubt about that.

Academic year in review

Using Facebook has been a great way for me to chronicle connections made during a rich Fulbright year in Morocco. I wish it were a little easier to pull together all of my Morocco-related content on Facebook, but I have to acknowledge that searching around haphazardly in the annals of Facebook is rewarding in its own right. Besides, some of my 75 or so ESI student friends have continued to keep in touch over the summer, which is an enjoyable continuation of the 10-month Fulbright experience. ■



HEATHER LEA MOULAISON began professional work in libraries as a cataloging librarian and is currently finishing a PhD in LIS at Rutgers, the State University of New Jersey. Beginning in 2010, she will be assistant professor in the School of Information Studies at the University of Ottawa in Canada.

Pipeline to the People

Public awareness is the key to more and better library use, leading to stronger and more powerful advocacy

by Leonard Kniffel

Every librarian knows that today's libraries—although venerable places of learning, innovation, and opportunity—face contradictions in many areas of public perception:

- While libraries are popular, they are often taken for granted.
- While libraries are ubiquitous, they are not often visible.
- While libraries are unique, they face competition.

Out of these challenges was born @ your library: the Campaign for America's Libraries, the American Library Association's multiyear public awareness campaign to promote the value of libraries and librarians. The campaign was launched in April 2001 to enlist library workers in reminding the public that effective libraries are dynamic, modern community centers for the pursuit of knowledge, information, entertainment, and lifelong learning.

During National Library Week this year, ALA launched the @ your library website, designed not as a tool for librarians but as a direct pipeline to the general public, aimed at increasing and improving the use of libraries by reaching out directly to all kinds of people of all ages and building on direct outreach efforts the campaign has already undertaken,

Public demand is the best assurance that our nation's libraries are utilized to their fullest and subsequently supported and funded.

including multimedia celebrity public service announcements, and partnerships with such nationally known outlets as *Woman's Day* magazine, Univision Radio, and the National Baseball Hall of Fame Museum.

The website's implicit and often overt message is simple: Visit your library often, in person and online.

The new website is a pilot project funded by a \$270,700 grant from Carnegie Corporation of New York to

advance ALA's long-stated goal of outreach directly to the public, at www.atyourlibrary.org.

Straight to the user

Through the creation of a public-awareness website that is easy to use and that publishes topical and relevant articles not about libraries but about what is available to patrons through them, ALA is using online social media to stimulate library usage, raise awareness of libraries as essential community resources, and create the library users and advocates of the future.

In many ways, the @ your library website represents the goal of the

A graphic with a light beige background featuring a large, faint '@' symbol. The text 'Visit atyourlibrary.org,' is in a large, black, sans-serif font. Below it, 'where you can get how-tos, tips and recommendations' is in a smaller, black, sans-serif font, with 'how-tos', 'tips', and 'recommendations' in red. At the bottom, 'for parents, job-seekers, teenagers and kids.' is in a black, sans-serif font. A red banner at the very bottom contains the text 'CHECK IT OUT!' in white, bold, sans-serif capital letters.

Visit
atyourlibrary.org,
where you can get **how-tos**,
tips and **recommendations**
for parents, job-seekers, teenagers
and kids.

CHECK IT OUT!

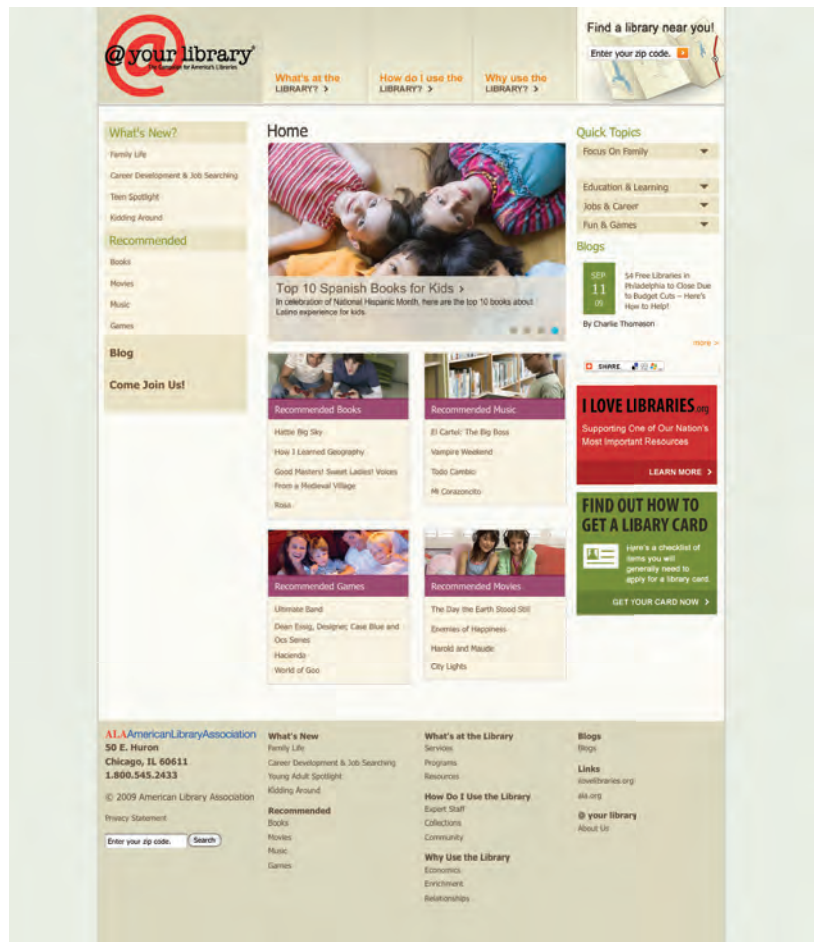
Libraries can use this @ your library link on their websites to help patrons make the most of what libraries have to offer.

Campaign for America's Libraries: ALA outreach directly to the public. The website aims to deliver engaging content and to showcase the wide array of resources, services, programs, and other lifelong learning opportunities that libraries offer. For its debut, it was stocked with material focusing on four broad areas, called:

- Family Life
- Career Development and Job Searching
- Teen Spotlight
- Kidding Around

Recent features around these themes have included: "Tips for Keeping Your Child Safe on Social Networking Sites," "Summer Fun on the Cheap," "Create Your Own Cartoon," and "How to Negotiate Your Salary." Clicking under Quick Topics in the right-hand navigation reveals a menu of choices, with a push to the library as the number one source for authoritative and accurate information, a reliable resource that's there for the asking. New content is posted regularly on a companion blog and in the "What's New" section, which addresses the four specific target audiences in a spirit of inclusiveness.

Statistics show a sharp rise in library use across the country, especially in the area of job-seeking and self-improvement to compete in the job market. Given the country's economic crisis, the timing of this component of the site was particularly fortuitous. The @your library website and associated social networking are tying into and supporting a growing phenomenon—the quest for library resources that help job seekers acquire new skills and find work. Public demand is the best assurance that our nation's libraries—which outnumber our



A screen shot of the new @your library website, emphasizing that the content, service, and programs at our nation's libraries are there for the asking.

nation's McDonald's—are utilized to their fullest and subsequently supported and funded.

The site also offers recommended books, movies, music, and games for users looking for the latest media. These are authoritative recommendations, many from units of ALA, such as Newbery and Caldecott winners. Most media resources mentioned on the site are also linked to the WorldCat database, which lists the nearest libraries that own the item.

The website has been designed to answer questions that first-time

library users may have, such as:

- "What's at the Library?"
- "How do I use the Library?"
- "Why use the Library?"

In order to encourage people to visit libraries, a search function was incorporated in the top navigation. This enables users to find libraries near them.

The riches that bring the Campaign for America's Libraries to life lie within our libraries and in the real-life stories illustrating how libraries and librarians positively impact the individual's quality of life. Since its founding in 2001, the campaign has been embraced by over 20,000 libraries of all types in all 50 states, in addition to libraries being reached by the 31 countries that have



Visit www.atyourlibrary.org
Feedback to atyourlibrary@ala.org

signed on for the Campaign for the World's Libraries.

ALA's hope is to not only enrich the content of the website but spread links to related organizations eager to partner with libraries. Major activities planned for the next phase of the project include the

creation of more interactivity, including an e-newsletter. A Flickr page is in the works, and social media, including YouTube, Twitter, and Facebook, are being

used to attract parents, kids, and teens to the site. A logo that can be used on library websites to link to @ your library is also available.

All types of libraries are included in the @ your library campaign to emphasize the cradle-to-grave continuum of lifelong learning that library use represents. This national program provides the foundation from which a series of targeted campaigns are being built. These

campaigns provide the flexibility and the tailoring necessary to ensure that the Campaign for America's Libraries is engaging all members of the library community and reaching out to new users. In 2002, an Academic and Research

Library Campaign was launched. A School Library Campaign followed in 2003, then a Public Library Campaign ("The Smartest Card") in September 2004 and two

phases of a campaign for children's librarians (Kids! @ your library) in 2006 and 2009. Also in 2006, a new toolkit for librarians in rural areas debuted, and in the fall of 2007 a toolkit for young adult librarians was created.

Especially for librarians

On the Campaign for America's Libraries website at www.ala.org/@yourlibrary you'll find programming

At www.atyourlibrary.org, you'll find a logo that can be used on your library's website to link to @ your library. ALA's hope is also to spread links to related organizations eager to partner with libraries.

ideas, sample press materials, downloadable artwork, tips and suggestions for National Library Week and other promotions, press releases, photos, videos, campaign updates, and more to help you help library users help themselves.

These promotional materials are free and designed to be customized by your library to help you conduct your own marketing and public relations efforts. If you have any questions about the campaign or any of the resources available, contact ALA at atyourlibrary@ala.org.

Come and see what's new at www.atyourlibrary.org and let the campaign staff know what you think. ■

I LOVE LIBRARIES

Visit ILoveLibraries.org, ALA's advocacy website for the public, to see how the Association is keeping the world informed about what's happening in today's libraries—public, school, academic, corporate, and institutional—and making it easy for library patrons to get involved in ensuring that it continues to happen. Library advocacy has never been needed more than it is today.

ILoveLibraries.org is produced by ALA's Office for Library Advocacy with contributions from ALA staff in every corner of the Association. Heading up the team that keeps the website continuously updated is OLA Director Marci Merola, who notes that "ILoveLibraries.org is truly a labor of love."

lovelibraries.org



Potential patrons may identify with this image from the @ your library website, where worried job seekers are encouraged to find sustenance at their local library.

Milan's Warm Welcome

The International Federation of Library Associations and Institutions sends positive messages home about the world financial outlook

by Leonard Kniffel

Those who wondered why the International Federation of Library Associations and Institutions (IFLA) would meet in Italy in the heat of August got their answer August 25, when the city of Milan opened its treasures to IFLA. At a time of year when half the city has left for vacation, it seemed as if the entire Duomo, La Scala, and the city's businesses and museums belonged to the world's librarians.

Among the delights was what was billed as a "social dinner," and by its description many delegates wondered how the local organizers were going to pull off a dinner at "all the major restaurants of Galleria Vittorio Emanuele II and surroundings" when IFLA conference registrants numbered over 3,000. But pull it off they did, with Italian style. Registrants received a voucher good for a complete meal at a restaurant of their choice in the Galleria shopping arcade, a splendid iron and glass construction that was one of the first of its kind in Italy when it opened in 1867.

Following the dinner, the Duomo, Milan's massive cathedral, offered a free harp and violin (a Stradivarius, no less) concert. After the concert, IFLA-ites could stroll from the Duomo to Palazzo Marino, where two of the sketches of Leonardo da Vinci's *Atlantic Code* were on display along with digital versions of the entire work. From there they could take in the Monet show at the Palazzo Reale and stroll till midnight back to the shopping arcade, at the



IFLA-goers view sketches by Leonardo da Vinci in Milan's Galleria Vittorio Emanuele II.

center of which was a well-guarded display of *De Divina Proportione*, dating from 1497 and containing sketches by Leonardo. All the while, a gigantic electronic billboard on the center square shone bright with "Welcome IFLA: World Library and Information Congress."

Global financial crisis

IFLA closed its 75th World Library and Information Congress August 27 with National Organizing Committee chair Mauro Guerrini announcing that the five-day conference had attracted 3,931 registrants to Milan, along with 228 volunteers and members of the Italian staff, 128 exhibitors, 34 press, 30 interpreters, and assorted other guests, for a total attendance of 4,496. A jubilant

Guerrini noted that local media had paid attention to the conference, and its "great success" is a sign of the vitality of libraries, "especially during this global financial crisis."

Preceding the closing session, at a special panel session on the global economic crisis presciently organized by IFLA President Claudia Lux of Germany, some 50 delegates gathered for the last word on how libraries worldwide are likely to fare in the short run. Panelist Michael Dowling, director of ALA's International Relations Office, emphasized that the involvement of library advocates and lobbyists was going to be essential to funding, as it was in the United States when the e-rate became law, giving publicly funded libraries and schools a small but significant slice of tele-

communications revenue. He noted that ALA is leveraging the rising demand for library programs and services to make the case for funding. Panelist and member of the IFLA Governing Board Zhang Xiaolin of China agreed, saying, "This is an opportunity to expand our social responsibility, to put collections and knowledge to use."

The biggest financial relief for IFLA came by way of Deborah Jacobs, director of the Bill and Melinda Gates Foundation's Global Libraries Program, who confirmed that the foundation was presenting IFLA with a \$1.5-million three-year grant for continued support of the federation's advocacy efforts.

"IFLA plays an invaluable role in the library community and its continued success will strengthen libraries throughout the world," Jacobs said. "IFLA's efforts to promote vibrant libraries with information services and public access to the internet help open the world of knowledge, information, and opportunity to many more people." The Gates Foundation also presented its annual Access to Learning Award in Milan (see sidebar).

IFLAs to come

At the closing session, debate over the cancellation of the scheduled 2010 IFLA conference in Brisbane, Australia, was put to rest with the presentation of an official invitation to Gothenburg, Sweden, which stepped in as a replacement when the Australian organizers realized that they could not raise the funding required to host. IFLA's Executive Board had already emphasized in a statement issued in *IFLA Express*, the congress daily, that "there were no contractual costs or penalties associated with this decision." Agneta Ols-

son thanked the Australian delegates for their graciousness and for the opportunity to host an IFLA conference in Gothenburg, while the rest of the Swedish contingent cheered to the tune of Abba singing "Take a Chance on Me." Then came the announcement that Helsinki, Finland, had been selected to host IFLA 2012. Puerto Rico will host in 2011.

U.S. member of the IFLA Governing Board Nancy Gwinn presided over a brief awards presentation that included Newsletter of the Year, which went to the Section on Literacy and Reading. Gwinn noted that IFLA section newsletters are "almost all electronic and more and more sophisticated." Among the awards was the presentation of the IFLA Scroll for outstanding service to the federation to, among others, Barbara Tillett of the Library of Congress. Newly elected members of the Governing Board and chairs of Professional Committees were introduced, including Special Libraries Association Chief Executive Officer Janice Lachance, new chair of the Management of Library Associations Section.

IFLA Governing Board member Bob McKee, chief executive of the Chartered Institute of Library and Information Professionals in the U.K., gave a vote of thanks to the Milan organizers in passionate Italian, to much applause, followed by the passing of the gavel from Lux to incoming IFLA President Ellen Tise of South Africa, whom Lux called "a role model activist for libraries." Tise promised to continue the momentum of her predecessors: "Through all of these moments in its history, IFLA has endured and stayed faithful to those who preceded," she said, announcing her theme as "Libraries Driving Access to Knowledge." ■

ACCESS TO LEARNING AWARD

One of the most misunderstood aspects of the Bill and Melinda Gates Foundation's annual \$1-million Access to Learning Award is the fact that it is given not for ideas but for achievements, and not for potential but for sustainability. This year's winner, the Fundación Empresas Publicas de Medellín (EPM Foundation) in Colombia, which was recognized for its Network of Public Libraries, makes the concept clear.

As Deborah Jacobs, director of Global Libraries for the Gates Foundation, said in announcing the award August 25 at the IFLA conference in Milan, "They've been a good model for not just a city resolving its longstanding problems but in seeing that libraries belong at the table, that they are partners in the initiative."

The EPM Foundation received the award for "its innovative use of technology in public libraries to promote community development." Jacobs noted that "the EPM Foundation's efforts have contributed to the revitalization of Medellín by providing residents with access to information and training, and creating new hope and a renewed sense of community."



The Gates Foundation's Deborah Jacobs is interviewed by Italian media.



Read more at al.ala.org/insidescoop

Currents

■ Princeton (N.J.) University has appointed **Hannah Bennett** architecture librarian.

■ **Alix Bentrud** has joined Lyris in Philadelphia as preservation services librarian.

■ **Jennifer Bowen** has been named assistant dean for information management services at the University of Rochester (N.Y.) River Campus Libraries.

■ **Monica Brooks** has been appointed assistant vice president for information technology: online learning and libraries at Marshall University in Huntington, West Virginia.

■ The University of Alabama in Tuscaloosa has

named **Lisa Campbell** reference librarian.

■ **Judith Carter** is now head of technical services at Marquette University in Milwaukee.

■ **William Coffee** has been elected to the board of directors of the Metropolitan Library System in Burr Ridge, Illinois.

■ **Paul Coleman** has been appointed chief information officer and director of the library at Asian University for Women in Chittagong, Bangladesh.

■ **Khue D. Duong** has been appointed science librarian at California State University, Long Beach.

■ **Michelle Foss** has be-



Khue Duong



Leigh Lambert



Linda Most



Bob Pasicznyuk

come science and technology librarian at the University of Florida Marston Science Library in Gainesville.

■ **Barbara Genco** recently retired as director of collection development at Brooklyn (N.Y.) Public Library.

■ June 11 **Martín Gomez** was appointed city librarian of Los Angeles Public Library.

■ **Yvonne Hilliard-Bradley** has been named director of Blackwater Regional Library System in Courtland, Virginia.

■ **Ned Himmel**, assistant library director of San Jose (Calif.) Public Library, retired August 26.

■ **Peg Hooper** resigned as manager of the Lone Tree branch and bookmobile of Douglas County (Colo.) Libraries to become manager of the Golden branch of Jefferson County (Colo.) Public Library.

■ **Brent Husher** has been named library instruction coordinator at the University of Missouri at Kansas City.

■ **Teresa Jensen** has joined San Antonio Public Library as library services administrator.

■ **Leigh Lambert** has

been named director of the Southside Regional Library System in Boydton, Virginia.

■ **Cynthia Miller** has been named music, fine, and performing arts collections coordinator at the University of Alabama in Tuscaloosa.

■ **Jo Anne Mondowney** became director of Detroit Public Library in September.

■ The University of Maryland in College Park has named **Carla Montori** as head of preservation.

■ **Linda Most** has been appointed assistant professor of information studies at Valdosta (Ga.) State University.

■ **Lynne Newell** retired June 30 as director of the library services division of the Connecticut State Library in Hartford.

■ Pepperdine University in Malibu, California, has appointed **Melissa Nykanen** head of special collections and university archives.

■ September 4 **Bob Pasicznyuk** left as associate director of virtual services at Douglas County (Colo.) Libraries to become director of Cedar Rapids (Iowa) Public Library.

CITED

■ **Melody Allison**, assistant biology librarian at the University of Illinois at Urbana-Champaign, received the award for professional excellence from the Nursing and Allied Health Resources Section of the Medical Library Association.

■ **Barbara J. Ford**, director of the Mortenson Center for International Library Programs at the University of Illinois at Urbana-Champaign, received the 2009 ALA Chinese American Librarians Association President's Recognition Award.

■ **Richard Geiger**, recently retired library director for the *San Francisco Chronicle*, received the Special Libraries Association's John Cotton Dana Award for exceptional service to SLA.

■ **John Klima**, access librarian at Palmer College of Chiropractic in Davenport, Iowa, received a Hugo Award for best fanzine for *Electric Velocipede*.

■ **Sue Peacock** has been appointed e-learning and instruction librarian at Marquette University in Milwaukee.

■ **Nancy Poehlmann** has become rare books librarian for the University of Florida in Gainesville.

■ August 11 Ocean County Library in Toms River, New Jersey, named **Susan Quinn** as director.

■ August 12 **Thomas A. Shepley** became director of Pamunkey Regional Library in Hanover, Virginia.

■ August 1 **Stephen Shorb** became library director at New York University Abu Dhabi.

■ San Diego Public Library has appointed **Christine Siegel** deputy director of the central library and technical services division.

■ October 1 **Tom W. Sloan** became executive director of DuPage Library System in Geneva, Illinois.

■ **Patricia A. Steele** became dean of libraries at the University of Maryland in College Park September 1.

■ July 20 **Linda Stetson** became director of the Morse Institute Library in Natick, Massachusetts.

■ **Kathryn Summey** has joined the University of Florida's Borland Library in Jacksonville as public



Thomas Shepley



Tom Sloan

OBITUARIES

■ **Donald J. Barrett**, 81, assistant director of the Cadet Library of the United States Air Force Academy in Colorado for 41 years, died April 23. He was instrumental in establishing the library's Special Collections Department and its Gimbel Aeronautics History Collection.

■ **Richard Chapin**, 84, director of Michigan State University Libraries in East Lansing from 1959 to 1988, died July 29 after a stroke. He is credited for quadrupling the size of the library's collection to over 3 million volumes and bringing it into the computer age. As chair of East Lansing's Human Rights Commission in the 1960s, Chapin pushed for ordinances to make it easier for minorities to buy homes in the city.

■ **Charlie Fox**, former editor of *Library Mosaics*, died August 3 of cancer.

■ **James S. Healey**, director of the San Jose State University School of Library and Information Science from 1985 to 1993, died July 20. His legacy includes establishing a statewide library school in California and spearheading early efforts to launch the school's distance learning program.

■ **Robert K. Ihrig**, 73, librarian at Rochester (N.Y.) Public Library for 40 years until his 1993 retirement, died February 12.

■ **Margaret Moon**, 84, children's and later reference librarian at Thomas

Ford Memorial Library in Western Springs, Illinois, and reference librarian at La Grange Park (Ill.) Public Library, died June 4 of complications from dementia.

■ **Barbara Paul**, 69, director of Chicago Heights (Ill.) Public Library from 1967 until her 2007 retirement, died suddenly August 23. She also served as chair of the Chicago Heights Historic Preservation Advisory Committee and wrote books about the city.

■ **Charles Penrose**, 94, head librarian at Clarkson University in Potsdam, New York, for many years, died June 6.

■ **Paul J. Scaer**, 63, librarian at Philadelphia's Science Leadership Academy, died June 16 of cancer. Prior to joining the school, he spent 17 years as librarian at the Masterman Laboratory and Demonstration School in Philadelphia.

■ **Sherry Schweder**, 65, bibliographer at the University of Georgia in Athens, was killed August 14 by an animal attack.

■ **Daphne Scott**, 87, librarian at the Arizona State Museum in Tucson for more than 20 years, died May 22.

■ **Lothar Spang**, 66, librarian at Wayne State University in Detroit since 1970, died July 3. He was part of an outreach program to work with K-12 students in Detroit area schools to create and publish poetry and artwork.

services librarian.

■ The University of Oklahoma Libraries in Norman has appointed **Maura Valentino** coordinator of digital initiatives.

■ July 1 **Amy Wallace** be-

came dean of the university library at California State University Channel Islands.

■ **Gary Wasdin** has been named assistant dean for access and information

services at the University of Alabama in Tuscaloosa.

■ San Diego Public Library has appointed **Kathleen Wheatley** deputy director of the branch libraries division. ■

Send notices and color photographs for *Currents* to Greg Landgraf, glandgraf@ala.org.

Inspiring Young Readers

There's more than one way to capture hearts and minds

by Jennifer Burek Pierce

It may be old-fashioned, but I'm decidedly in love with reading. Videogames leave me cold; social networking sites provide the occasional distraction but can't occasion my serious interest. Elizabeth Hardwick once observed, clearly and urgently, "The greatest gift is a passion for reading. It is cheap, it consoles, it distracts, it excites, it gives you knowledge of the world and experience of a wide kind. It is a moral illumination."

Her wise words guide my vocation and my avocation; in both realms, I devote considerable time to reading. Let me share just a couple of the works I've read lately, journalistic and scholarly research that offer us ideas and perspectives about young people's reading and the profession of librarianship.

A thought-provoking article arrived via the *New York Times*, which has an occasional series on the future of reading. "A New Assignment: Pick Books You Like" (August 29) explores the curricular change taking place in Lorrie McNeill's Jonesboro, Georgia, middle-school classes, where her eponymous practice has replaced a longstanding reliance on literary classics. McNeill has embraced a new pedagogical mode that focuses on individual reading preferences, one-to-one communication between teacher and student, and journal

writing that encourages attention to detail and other signs of engagement with the young reader's selection—practices known as reading workshop, the *Times* informs us. The approach is gaining adherents attracted by its simple aim: promoting an enduring love of reading.

Pitch perfect

The approach, championed by *The Reading Zone* author Nancie Atwell, has its critics, but McNeill touts both the choices her students

make—everything from *Captain Underpants* to *A Lesson Before Dying*—and their enthusiasm. At times,

McNeill's account of her short book talks and the children's responses strongly echo the strategies and intent of traditional library activities. The description of one student's response—reaching for the copy of *The Story of Edgar Sawtelle* in McNeill's hand as soon as she finished her pitch—is what every librarian hopes for: to spark interest in a title, to find the right book for the right reader. The slow growth of the reading workshop as a mode of instruction, then, suggests more opportunities for collaboration with classroom teachers.

Librarians' efforts to understand how books might inspire young readers is not a recent phenomenon. In "Surveying the Field: The Re-

search Model of Women in Librarianship, 1882–1898" (*Library Quarterly*, July 2009), Kate McDowell of the University of Illinois at Urbana-Champaign, begins with the question librarian Carolyn Hewins posed to her colleagues nationwide in 1882: "What are you doing to encourage a love of good reading in boys and girls?" McDowell described Hewins's inquiry as the origin of professional research on youth services, characterizing the endeavor and its results as "systematic" and "empirical."

Empirical evidence

Sound research, then, was intimately connected to professional understanding of the means of creating excitement and eagerness for books. Or, as McDowell told me recently, "There was a socially informed research tradition that got lost in the excitement over establishing authority in literary realms."

These articles, one mass media and one scholarly, cast light on the issue of young people's reading. Neither offers simple steps for advancing an attachment to reading, but both reveal serious approaches to its promotion, as well as evincing our profession's responsibility to read and research to achieve that end. The perspectives and illumination that result can only enrich what we have to share. ■

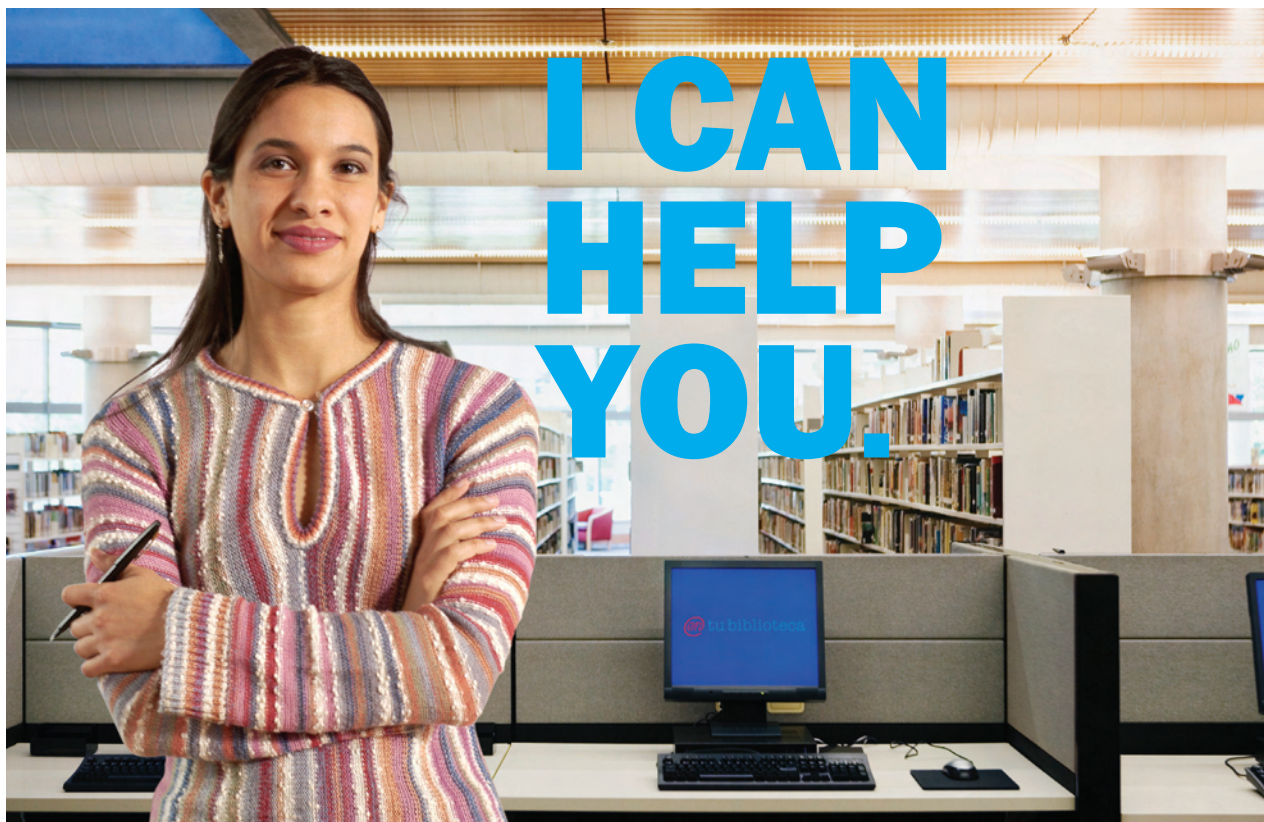
JENNIFER BUREK PIERCE is assistant professor of library and information science at the University of Iowa in Iowa City. Contact her at youthmatters@ala.org.



What every librarian hopes for is to spark interest in a title, to find the right book for the right reader.

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Librarian's Library

We Are All Millennials

by Mary Ellen Quinn

Net Gen? Gen Y? Gen M? All are labels we've heard applied to the generation ranging in age from adolescents just entering or about to enter high school, to those just joining the work force.

Whatever they're called, they have particular, technology-driven learning styles, which are examined in *Teaching Generation M: A Handbook for Librarians and Educators*. A

team of experts defines Gen Ms (the M stands for "millennial"), and looks at the culture surrounding them—social networking, services like YouTube and Google, video games, webcomics, and more. Also discussed are ways to engage Gen M learners by making new technology part of their educational experience. Librarians, for our part, "have a once-in-a-generation opportunity to create a new future," as one of the contributors puts it, by embracing, supporting, and even helping to drive new search behaviors, new standards of media literacy, and new expectations. INDEXED. 368P. PBK. \$85 FROM NEAL-SCHUMAN (978-155570-667-8)

Libraries Year-by-Year

Josephine Smith's *Chronology of Librarianship*, published in 1968,

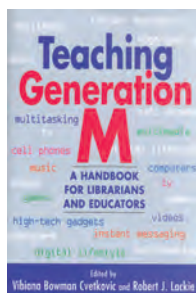
covered the field from the first century C.E. to 1959.

Jeffrey M. Wilhite's *Chronology of Librarianship: 1960–2000*, starts up where Smith left off. Each year's treatment is arranged by category



Gen Ms have particular, technology-driven learning styles, which are examined in *Teaching Generation M: A Handbook for Librarians and Educators*.

("Contemporary Events," "ALA," "Library of Congress," etc.). Just about anything that might be of in-

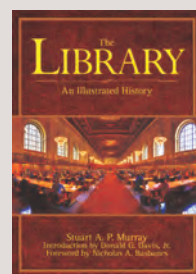


NEW FROM ALA

One of the most popular features in *Booklist* magazine is *Booklist* Editor and Publisher and *American Libraries* "Rousing Reads" columnist Bill Ott's "The Back Page" column. Fans will be delighted to know that Ott has gathered more than 80 of his columns into a book. His picks range from ruminations about authors and their works, both liked ("Dancing to the Music of Anthony Powell") and disliked ("Trying to Read Stendahl") to personal experiences (Bill's Excellent Adventure—at the White House) to favorite quizzes. The foreword, "Confessions of a Back Page Junkie," was supplied by Joyce Saricks. INDEXED. 205P. PBK. \$27 (978-0-8389-0997-3)



ALA Editions has partnered with Skyhorse Publishing to bring us *The Library: An Illustrated History*. Starting with the first appearance of libraries in the Fertile Crescent some five thousand years ago and ending with a survey of the great libraries of today's world, author Stuart A. P. Murray offers an historical tour highlighted by attractive full-color illustrations. INDEXED. 310P. \$35 (978-0-8389-0991-1)

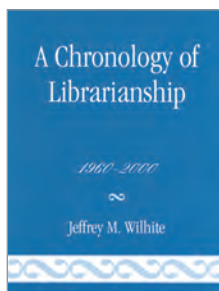


Another giftable book is *The Librarian's Book of Quotes*. Tatyana Eckstrand has compiled nearly 200 gems, among them "Anyone who has a garden and a library wants for nothing" (Marcus Tullius Cicero) and "Whatever the cost of our libraries, the price is cheap compared to that of an ignorant nation" (Walter Cronkite). 118P. \$22 (978-0-8389-0988-1)



ROUSING READS

SUGAR RAY

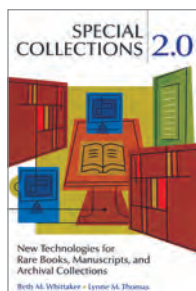


terest in the library world is included. For each event, Wilhite supplies a one- or two-sentence description and a source. It's interesting

to take a look backward, especially at events that fall under "Technology." The year 1960, for example, saw the introduction of both "a new acoustical cabinet to muffle typewriter noise" and the concept of hypertext.
INDEXED. 265P. \$75 FROM SCARECROW (978-9-8108-5255-6)

Something Special

Of all library programs, the Special Collections department might seem the least likely to jump onto the 2.0 bandwagon. Not so, say Beth M.



Whittaker and Lynne M. Thomas in *Special Collections 2.0: New Technologies for Rare Books, Manuscripts, and Archival Collections*. They conducted a survey among

"cultural heritage professionals" and discovered that, despite concern that new technologies are a distraction, many in the field are already finding ways in which Web 2.0 supports the traditional mission to collect and preserve. Tools such as blogs, wikis, and media sharing facilitate professional communication and help make collections more visible. They also, incidentally, create new preservation challenges.

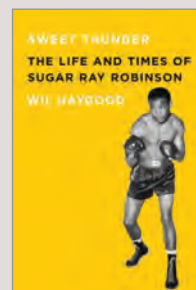
INDEXED. 150P. PBK. \$45 FROM LIBRARIES UNLIMITED (978-1-59158-720-0) ■

MARY ELLEN QUINN is editor of ALA Booklist's Reference Books Bulletin.

The first program I ever saw on television was a boxing match: Rocky Marciano versus Jersey Joe Walcott, September 23, 1952. My family didn't have a television at the time, but our neighbors across the street did, and my father, mother, and I were all invited over for the fight. Marciano won handily, but what held us transfixed wasn't so much the fight itself as the idea of watching a live event taking place in Philadelphia from a living room in Dallas, Oregon. My dad resisted most new technologies, but Marciano won him over, and soon we had our own TV.

The peculiar thing about those early years of television was the way the entire family watched whatever was showing, and on Friday nights, we all watched the fights. Quickly, I found my favorite boxer: Sugar Ray Robinson, whose speed, agility, and style set him apart (and would make him a role model for a young boy in Louisville named Cassius Clay). My dad liked the blue-collar brawlers, so as we watched Sugar Ray's classic battles with the likes of Carmen Basilio and Gene Fulmer, it was usually my mother and me in one corner and my dad in the other.

I had no idea at the time that Robinson was such a powerful force in American pop culture and would continue to be so for decades. As Wil Haygood tells it in his moving and insightful biography *Sugar Ray: The Life and Times of Sugar Ray Robinson* (Knopf, 2009), Robinson refused to be pigeonholed into the narrow slot society assigned to champion boxers—and especially to African-American boxers. Robinson wanted more, and he got it, creating a successful and celebrated life for himself as nightclub owner, piano player, man about town, and eventually philanthropist. Every Broadway Joe Namath or Derek Jeter, who takes sports celebrity into the neon-lit greater world, owes a deep debt to the man who showed the way, Sugar Ray Robinson.



Haygood casts his account of Robinson's rise from the mean streets of Detroit and New York to international celebrity alongside the parallel stories of three other innovative African-American artists whose paths crossed Robinson's: poet Langston Hughes, signer Lena Horne, and jazz trumpeter Miles Davis. Though the book focuses on Robinson's remarkable ring career (the Associated Press named him the greatest fighter of the 20th century), Haygood shows how all of his featured artists refused to accept the limited roles expected of them. Like Davis, who resisted being forced into only one jazz style and who rejected the minstrel-show approach to music, Robinson took boxing to a new level of class and grace. Patterning himself after Davis and the other jazz greats he idolized, he brought rhythm and swing to the ring and sartorial splendor and *joie de vivre* to his life outside the ropes.

I didn't know what *joie de vivre* was back in the early 1950s when I first saw Sugar Ray, but I knew he had something those other stick figures on our tiny TV didn't have. It feels great to be right.



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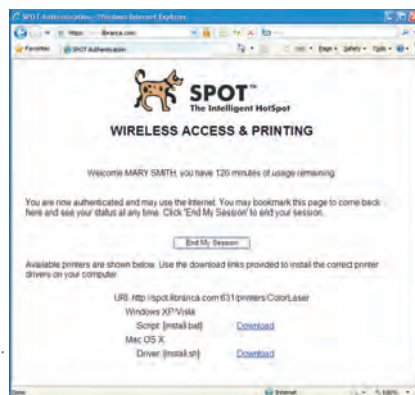
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To have a new product considered for this section, contact Brian Searles at bsearles@ala.org.



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CASE STUDY

COMPUTER MANAGEMENT, SIMPLIFIED

By 2004, Warsaw (Ind.) Community Public Library's computer usage was booming. The city's population had grown by almost a third in five years, and the number of public computers in the library had grown by 400%.

More computers meant much more effort required to manage them on the part of library staff. The Windows PCs faced security threats, but the software that Network Administrator Harper Apted installed often did not work the way it was promised.

In an effort to minimize support issues, the library installed Useful Desktop. Useful worked with the library to develop a customized public computing station for internet access that integrated with the library's other public computers. "I was very happy with Useful's patience and willingness to work with the library," Apted said.

Useful Desktop operates several terminals off of a

single computer. It is not Windows-based, although the user experience is similar, so patrons can use it easily but security issues are minimized. The system includes more than 40 applications in more than 30 languages, plus a large-print option for patrons with vision impairment.

Apted said that the total cost of ownership for Useful Desktop is 75% lower than the cost of purchasing and maintaining the computers it replaced. Library staff spend less time monitoring the computers, solving problems, and patching and installing software. The system also saves electricity over full computers, translating to more than \$2,000 per year in cost savings.

The library anticipates 50% growth in demand for public computers, and plans to roll out more Useful workstations to meet that need. "Useful Desktop is well tested, does what it is supposed to do, and can be transitioned to invisibly," said Apted. "What more could you ask for?"



Patrons at the Useful Desktop workstations at Warsaw Community Public Library.

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Print Deadline

October 5th for the November issue, which mails about November 1st. Ads received after the 5th will be published as space permits through about October 15.

Contact

E-mail joblist@ala.org or call 800-545-2433, Katie Bane, ext. 5105. Career Leads, *American Libraries*, 50 E. Huron St., Chicago, IL 60611; fax 312-337-6787.

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"Librarians' Classifieds" and "ConsultantBase" are convenient and economical ad sections that put your products and services in front of more than 100,000 readers. See print ad rates above. No ALA institutional member discount. Discounts for multiple insertions: 2–5 months, 5%; 6 months or more, 10%. ConsultantBase appears in the January, April, June, and October issues.

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A salary range is requested for all job recruitment ads per ALA guidelines. The ALA Allied Professional Association endorses a minimum salary for professional librarians of not less than \$40,000 per year. Job applicants are advised to explore "faculty rank" and "status" carefully. ALA opposes residency requirements and loyalty tests or oaths as conditions of employment. Job titles should reflect responsibilities as defined in ALA

personnel guidelines. ALA requires that organizations recruiting through the Association's publications or placement services comply with ALA antidiscrimination policies. Policy 54.3 states that the Association "is committed to equality of opportunity for all library employees or applicants for employment, regardless of race, color, creed, sex, age, disabilities, individual life-style or national origin." By advertising through ALA services, the organization agrees to comply with the policy. Ads are edited only to conform to standard style. Acceptance of an advertisement does not constitute endorsement. ALA reserves the right to refuse advertising.

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The American Library Association (ALA) is seeking a Director for the ALA Office for Intellectual Freedom. The ALA Office for Intellectual Freedom implements ALA policies on intellectual freedom, embodied in the Library Bill of Rights. The ALA OIF works with ALA's Intellectual Freedom Committee (IFC) to recommend, develop and maintain a comprehensive intellectual freedom program for ALA, and to educate librarians and the public about the nature and importance of intellectual freedom. OIF's activities include providing information to individuals and organizations facing intellectual freedom challenges; planning and promoting initiatives that promote intellectual freedom, privacy and free access to information, including Banned Books Week; and, developing and implementing other national initiatives, such as the National Conversation

on Privacy. The Director, ALA OIF, also serves as the Executive Director of the Freedom to Read Foundation, an allied 501(c)(3) organization with an elected Board of Directors, which participates in litigation dealing with freedom of speech and of the press, and allocates and disburses grants to individuals and groups for the purpose of aiding them in such litigation. ALA OIF is also the secretariat for the LeRoy C. Merritt Humanitarian Fund, which provides support to librarians who are, in the Trustees' opinion, denied employment rights or discriminated against on the basis of gender, sexual orientation, race, color, creed, religion, age, disability, or place of national origin; or, denied employment rights because of defense of intellectual freedom. The ALA/OIF Director has both an external and internal leadership responsibility. S/he is a principal repre-

sentative of ALA to organizations that support intellectual freedom, open access to information and privacy. The ALA OIF Director has overall responsibility for the operational and fiscal management of ALA/OIF, under the general supervision of the Senior Associate Executive Director, ALA. S/he supervises a staff of 4.5 FTE (plus 1 FTRF) and is responsible for an operating budget of \$750,000. The director is responsible for advising on ALA plans and preparing recommendations on priorities, programs and other issues; meets regularly with other ALA managers; and communicates, cooperates and coordinates ALA/OIF activities with those of other ALA units. The ALA/OIF Director belongs to the Member Programs and Services Team, including the executive directors of the eleven ALA divisions; directors of ALA program offices, Conference Services

advertisers | page

Appraisal Institute | 51
 AWE | 35
 Drexel University | 5
 H.W. Wilson | 6
 Ingram Library Services | cover 3
 Kingsley Library Equipment | 28
 ProQuest Information and Learning | 3
 San Jose State University | 58
 SirsiDynix | cover 2
 The Library Corporation | cover 4

University of Arizona | 51

American Library Association
 Booklist | 50
 Conference Services | 12
 Editions | 39
 Graphics | 59
 Public Information Office | 71, 76
 Public Programs Office | 9
 TechSource | 79

and Information Technology and Telecommunications; and, the director of the ALA-APA. Qualifications: A Master's degree from an ALA-recognized program in LIS is required. Familiarity with public policy formation and law related to intellectual freedom is highly desirable. The successful candidate will be able to work collaboratively with staff and members; have strong communication skills, including the ability to listen to a broad range of constituents with differing perspectives; be able to form and leverage coalitions, both internally and externally; and, be a strong advocate for intellectual freedom. The Director, OIF, must work within a complex member-staff organization and be an articulate spokesperson. Salary: Salary negotiable from \$88,000, depending on experience and qualifications. Closing Date: Review of applications will begin immediately and continue until the position is filled. For consideration send a letter of application, resume, and names of three references to: **American Library Association, Human Resources Department, ALA/OIF Director, 50 East Huron Street, Chicago, IL 60611-2795 Fax: 312.280-5270 Email: cvivian@ala.org** The American Library Association is an affirmative action, equal opportunity employer.

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an ALA-accredited program, with a record of experience in academic library administration, preferably in a liberal arts environment. An additional post-graduate degree in a specific subject area is preferred. Applications: Review will begin on November 1, 2009 and will continue until an appointment is made. Interested candidates should submit a cover letter, curriculum vitae, and a list of at least three professional references with telephone numbers and e-mail addresses. Nominations and applications will be treated in confidence and should be sent to **Dr. Saundra Weddle, Chair of the Olin Library Search Committee, Drury University, 900 North Benton Avenue, Springfield MO 65802**. Drury is an equal opportunity employer, and especially encourages applications from women and members of minority groups. Rank and salary are commensurate with experience.

Librarian II, III, or IV, Access Services (Circulation/ILL/Reserves), Position No. 83826, University of Hawai'i at Hilo, Edwin H. Mookini Library, full-time, tenure-track, general funds, to begin approximately January 1, 2010 (negotiable), pending availability of funds. **APPLICATION ADDRESS: Ms. Veronica Tarleton, Search Committee for Access Services Librarian, University of Hawai'i at Hilo, Edwin H. Mookini Library, 200 W. Kawili Street, Hilo, HI 96720-4091. INQUIRIES: Ms. Veronica**

Tarleton (tarleton@hawaii.edu). Applications received after Nov. 1, 2009, cannot be guaranteed full consideration. For more information on this position visit <http://www.uhh.hawaii.edu/uhh/hr/jobs.php>. For information about UH Hilo visit <http://www.uhh.hawaii.edu/>. The University of Hawai'i at Hilo is an EEO/AA Employer D/M/V/W.

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The Librarian Is In

It's nauseating when patrons ask us to play doctor

by Will Manley

I'm no prophet, but my guess is that 2009 will be known as the year of the great health care debate. While I haven't studied all the details of the various plans, I do support the concept of universal health care for all. I have felt strongly about this issue since 1972 when I broke into the library profession as a reference librarian at an urban library outside of Chicago.

There were times back then when I wished I had taken a couple of medical school courses to supplement my library education. There were many things they didn't tell me in Reference 101, namely that I would serve as the public's tax accountant, legal counsel, investment advisor—and physician.

"Sir," an elderly patron addressed me. "I have three soft lumps on my back. They are not painful but my wife thinks they are unsightly. What do you

think they are?" My response was guarded. Instead of saying, "Step back into the reference office and take your shirt off. I'll be back in a moment with *Gray's Anatomy*," I guided him to the medical reference section. When he persisted in seeking a diagnosis from me, I told him that I didn't have malpractice insurance.

Why do so many people prefer the advice of a reference librarian to the diagnosis of a physician? Do reference librarians have a better bedside manner? No, the answer always comes down to money.

Many of our users simply couldn't afford professional medical care, and so *Gray's Anatomy*, the *Merck Manual*, *Dorland's Illustrated Medical Dictionary*, and the *Physicians' Desk Reference* were always worn and dog-eared. I wonder

how many of those "patients" survived diagnosing themselves.

Thirty-seven years later, I've come to understand another reason why a person might prefer the library's medical collection to a physician's appointment—embarrassment. Several months ago, I woke up with a wicked pain in a most embarrassing area of my body—my rear end. A five-inch vertical protuberance had suddenly

erupted right in the middle of that very private place. I really didn't want to

There were times I wished I had taken medical school courses.

call the doctor's office before having some idea of what this wretchedly painful thing was. So I went to the library, but I

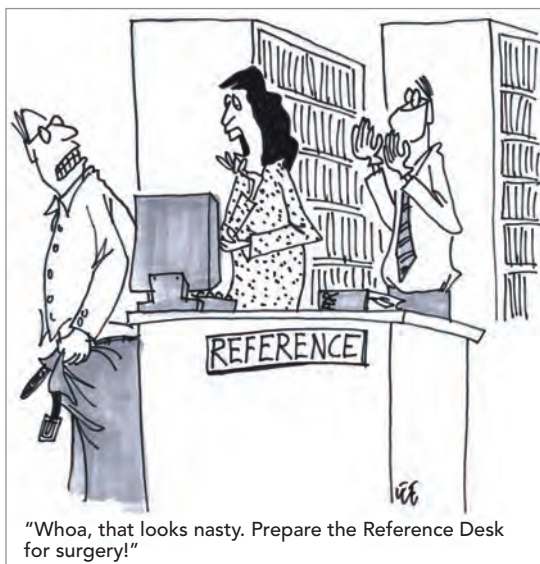
couldn't find a picture of what I was dealing with in any of the medical books.

Then voilà, it hit me: The computer room beckoned. I typed in a few very private keywords and was deluged with photographs and videos. In the midst of this rather disgusting search, I found my ailment: a thrombosed external hemorrhoid. Further searching revealed something I really hadn't anticipated—painful testimonies from people who had suffered through the same agony and heartache.

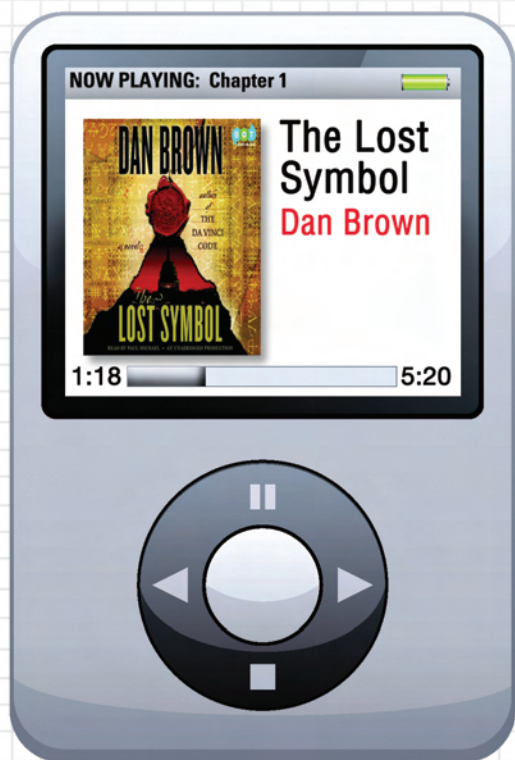
When I got home, I made an appointment regarding a "proctological issue." My doctor took one look and instantly diagnosed a thrombosed external hemorrhoid, declaring, "Congratulations, this is the biggest one I've ever seen. We'll have to cut it off."

Since I'd never had surgery before, I spent a great deal of time surfing "hemorrhoidectomies." Again, I found many personal testimonials and even joined a thrombosed external hemorrhoid chat group, which gave new meaning to the old library term . . . end user. ■

WILL MANLEY has furnished provocative commentary on librarianship for over 30 years and nine books on the lighter side of library science. Write him at wmanley7@att.net.



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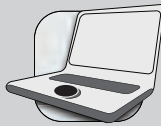
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