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DECEMBER 2009

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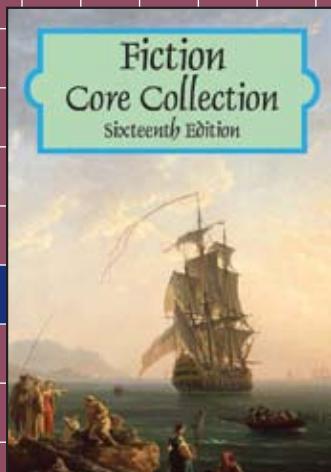
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Service with a Personal Touch by Leonard Kniffel

The largest portion of the budget for most organizations is spent on human resources, or as we were once known, personnel. I miss that word; it brings to mind *people*—unlike *resources*, which makes me think of minerals, oil, and natural gas.

The feature articles in this issue of *American Libraries* are largely about people, written by people who work in libraries and who bring a librarian's perspective to public service as it relates to serious social issues including war, immigration, and education.

In "Be the Bridge," Monty L. McAdoo, instructional services librarian at the University of Pennsylvania in Edinboro, previews his forthcoming title from ALA Editions (p. 38). When working with students, he observes, librarians can bridge the gap between student and instructor expectations, but addressing a student's expressed needs while interpreting the instructor's expectations is often a difficult balancing act. This role of bridging the gap between students and teachers should be one of the primary goals of every librarian working in the field of education.

George J. Fowler, head of the Systems Department at the University of Arkansas in Fayetteville, offers a personal account of learning new leadership skills during a deployment in Iraq with the Army National Guard (p. 44). More than military discipline or hard-nosed directives, his approach to leadership involves listening and "sticking up for my soldiers" on a very human level.

And Betsy Diamant-Cohen and Anne Calderón's "Buena Casa, Buena Brasa" feature (p. 41) is a paean to the value of the human touch in programming for a special group of Spanish-speaking patrons at a Baltimore branch. "These days the public library is widely touted as a place where democracy is strengthened by giving people equal access to technology through free computer use and training," they observe, but, "We believe that the library also shows its strengths through personal relationships and programming." Their efforts, which involved getting people to talk to one another, to interact with the library staff, and to have fun at the library, resulted in a new core of Spanish-speaking users: "A new generation is growing up with the public library as an integral part of their lives."

One of the things I learned to do during the development of the @your library public awareness website (www.atyourlibrary.org) is to question what it is that really attracts people to the library as place. Sure, it's the facility, the resources, the books, access to the internet, and so forth. But it's also the interaction with other people, especially library personnel.

An equally difficult pill to swallow is the recognition that a negative interaction with the library staff is the thing that is most likely to turn people off to the library. They can forgive a book being out or waiting in line for a computer but not a crabby, unhelpful human resource. It's easy to blame library administrators for bad service, but ultimately the responsibility for caring and compassionate professionalism belongs to each of us. ■

What really attracts people to the library? Caring and compassionate service.

american libraries

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

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indexed

1996–2009 index at www.ala.org/online/. Available full text from ProQuest, EBSCO Publishing, H. W. Wilson, LexisNexis, and Information Access. Full-text searchable database of 2003–2009 issues available online free.

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published

American Libraries (ISSN 0002-9769) is published 10 times yearly by the American Library Association (ALA). Printed in U.S.A. Periodicals postage paid at Chicago, Illinois, and additional mailing offices. POSTMASTER: Personal members: Send address changes to *American Libraries*, c/o Membership Records, ALA, 50 E. Huron St., Chicago, IL 60611. ©2009 American Library Association. Materials in this journal may be reproduced for noncommercial educational purposes.

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<<< AL Focus

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<<< Calendar

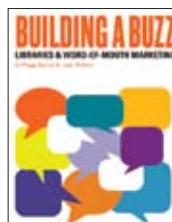
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>>> Midwinter Meeting

Nobel Prize winner Al Gore will deliver the Arthur Curley Lecture as ALAers gather in Boston January 15–19 for the Association's annual business meeting.

>>> Public Awareness

Download a link and help ALA encourage more and better library use at www.atyourlibrary.org.

Gaming and Literacy

Board and video games serve as a link to literacy

by Camila Alire

It was another resounding success for ALA's second annual National Gaming Day @ your library, November 14. Much to the chagrin of some of my colleagues, I have always been a strong proponent of gaming, especially for teens and preteens. Gaming activities are a successful way to bring reluctant teens and preteens into the library. Something similar was said about how Harry Potter books started young people reading again.

Seize the fun

I support gaming because of its link to literacy, and literacy is part of my advocacy message this year. When conferring with ALA Literacy Officer Dale Lipschultz, I found that learning, understanding, and playing games demands fine-tuned, high-tech literacy skills. She shared that gaming at the library differs from gaming at home because the library provides a print-rich social setting for reading, learning, and playing. Lipschultz added that gaming in libraries also provides a social and safe venue for learning and playing.

Early research on gaming demonstrates that playing board and video games in a print-rich environment helps teens and preteens develop complex literacy skills and succeed in and out of school (*What Video Games Have to Teach Us about Learning and Literacy*, James Paul Gee, Macmillan, 2003; *Educational Leadership*, September 2009).

You need to be able to read and learn as you play board and video

games to fully participate and move up to a game's next level, or level up. Gamers need strong literacy skills to learn the rules, sort through conflicting information, make informed decisions, and respond to the consequences of those decisions.

Activity for all

We've also learned that gaming is not just for teens or preteens. When preparing for a reporter's interview about gaming, I learned that the Old Bridge (N.J.) Public Library enticed its older adult users to become computer literate by introducing them to gaming. Not only did the seniors take to the activity in their library, but they also wanted to continue their gaming activities during and after computer literacy classes. And better yet, the teens in the library became their tutors as they learned more gaming activities.

Why do I relate so profoundly to gaming? It's because I was not a public library user in my youth and we didn't have school libraries in our elementary schools at the time. Once I learned to read, I continued on my own at home by reading comic books (aghast!) and graduated to the *Reader's Digest* condensed contemporary books (egads!) that were part of our yearly subscription. I grew up with *Life* magazine at home and read it weekly from cover to cover.

Unlike my experience, teen and preteen library nonusers can be engaged through gaming. I want kids to be literate and to use their public libraries no matter the reason, and gaming is one way to do this. What I ask gaming critics to do is to think non-traditionally about the benefits of gaming in libraries. Who knows: A gamer may one day become ALA president.

Spotlight on Spectrum

Tracie Hall (1998 scholar) is principal and founder of the Goodseed Consulting Group, based in Chicago,

which provides training and facilitation for libraries across the country.

Hall previously served as

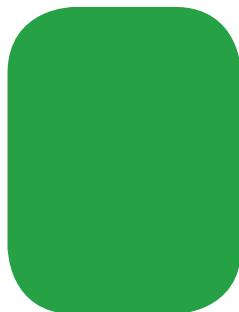
assistant dean at Dominican University's Graduate School of Library and Information Science in River Forest, Illinois, and as director of ALA's Office for Diversity.

You can help support Spectrum by making a tax-deductible contribution to the ALA-Spectrum Scholarship Program, 50 E. Huron St., Chicago, IL 60611; contact the ALA Development Office at 800-545-2433, ext. 3259; e-mail development@ala.org; or donate online by visiting www.ala.org, and clicking on giveALA. ■

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



Gaming activities are a successful way to bring reluctant teens and preteens into the library.



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8:00 - 10:00 a.m.

Tamar Sadeh, *Ex Libris*

Susan Pastore, *Ex Libris*

Mark Dehmlow, *University of Notre Dame*

Pascal Calarco, *University of Notre Dame*

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Saturday, January 16, 2010

Benefit from Users' Collective Wisdom: the bX Scholarly Recommender Service

10:30 a.m. - Noon

Nettie Lagace, *Ex Libris*

David Walker, *California State*

University System

bX® is an exciting new service from Ex Libris that provides recommendations for scholarly articles, helping your users discover potentially relevant articles from the ever-growing information universe. This session will introduce you to the bX service, describe MESUR, the research concepts on which it is based, and present the bX experience as described by a current customer.

Sunday, January 17, 2010

A Brave New World for Collection Development: New Workflows for the Next-Generation Environment

10:30 a.m. - Noon

Kathryn Harnish, *Ex Libris*

David Swords, *Blackwell Book Services*

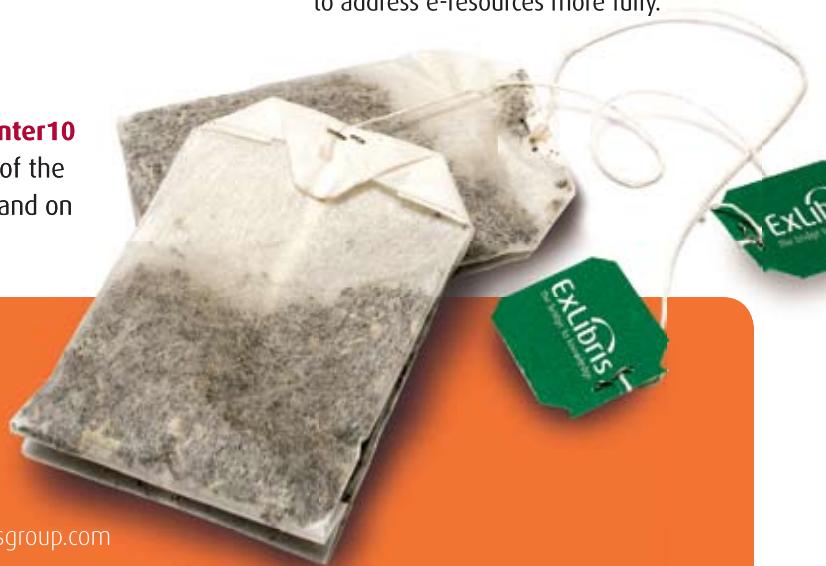
Ted Schwitzner, *Illinois State University*

Ex Libris plans for Unified Resource Management (URM) focus extensively on workflows for streamlining and improving selection and acquisition services for the next-generation library environment. The speakers will address opportunities for simplifying selection and acquisition processes, and providing better services to staff, by sharing information between vendors and the next-gen ILS system. The goal is an overall realignment of processes and systems to address e-resources more fully.

Visit www.exlibrisgroup.com/category/ALAMidwinter10 to register for these educational seminars! Locations of the seminars will be listed in the ALA Midwinter program and on the Ex Libris Web site. Refreshments will be served.

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Letters and Comments

Textbook Search Gone Awry

Bonnie Imler in her On My Mind column, "Troublesome Textbooks" (Nov., p. 35), got it so right. We public librarians get the same situation. Every fall and spring, I can count on a bunch of high school and college students coming in to look for their textbooks.

Most of the time, we have to turn them away because none of our county libraries carry the books they are looking for. I always tell students they may not find their textbooks in a public library, because they are cost-prohibitive and limited in audience, so they are better off going to the school library or a bookstore.

Nick Ziino
Brentwood (N. Y.) Public Library

When Catalogers Retire

Will Manley, in his Will's World column, "Retiring the Golden Years" (Nov., p. 64), bemoans the resentment from

younger librarians seeking to step into the job of Bertha the cataloging curmudgeon, who doesn't want to retire.

Well, I hope those newbies know what will really happen when Bertha leaves.

First, her position will be frozen and her unspent salary will help plug the hole in the library's personnel budget. A few years from now when the library's prospects are looking better, her position description will be

rewritten. Maybe the library will then be looking for a public-facing tech staff member ("Digital Divide on the Inside," p. 31), a head of instructional initiatives ("Your Desktop: The Movie," p. 33), or a metadata specialist.

In the meantime, what of the original cataloging work that Bertha so faithfully performed? Most likely, it will be outsourced. Or, Bertha might be induced to return to her old spot as a volunteer (just choose your own hours). After all, her 40 years of service have earned her a hefty pension. Here's hoping for better times for all.

Joyce Ogden
Olympia, Washington

Distance-Ed Courses Work

As a current MLIS student in a distance-education program, I was thrilled to see the October cover article, "From a Distance" (p. 48–51) by Kenneth Hartman, on online MLS programs. It gives a good overview of the increasing availability and popularity of online programs, but only briefly addresses what I consider to be an important aspect.

While price, credit requirements, and any on-campus attendance obligations may seem paramount to those considering an online approach, the difference between synchronous and asynchronous structures can also have an enormous effect on the success of both the program and the student.

When researching online programs, I felt a more structured schedule would suit my learning style. The University of Alabama's synchronous program held great appeal. I am currently taking an

asynchronous class from another institution as an elective and I have proven my theory about my learning style to be correct.

I hope that my advice may help other MLIS students as they consider all aspects of available online MLIS programs and analyze whether their learning style and program structure will be a good fit.

I commend AL for promoting the growing availability of accredited MLIS programs as an option for those, like me, who would like to enter the profession but are limited by geographic, family, employment, or financial constraints.

Kathie Popadin
University of Alabama, Tuscaloosa

Wanted: Learning Experiences

Steven Bell wrote an incisive and thought-provoking essay, "From Gatekeepers to Gate-Openers" (Aug./Sept., p. 50–53). It is unfair, of course, to be critical of something an author did not say. So I will not complain, but I'd like to see Bell carry his arguments further, into a deeper or comprehensive description of the substance of a great library experience.

How, for example, do library users make meaning out of the materials they discover or to which they are directed or with which they are provided? Reading and writing are the most basic information-seeking and learning skills. Many students in college today are incapable of reading and writing at a college level, let alone at any disciplinary level. And yet, without these skills, they are severely handicapped in trying to discover the meaning in texts or in expressing their added value to what they discover in texts.

I hope those newbies know what will really happen when Bertha the cataloger leaves.



Continue the conversation at al.ala.org/insidescoop

If we want to give them a great library experience, perhaps we could focus on getting them great learning experiences in reading and writing. Unfortunately, teaching and learning are not librarians' long suit. Perhaps we need substantive, significant changes in professional education along these lines, regardless of the risk to our information bona fides. However, if we were to reestablish libraries on a foundation of teaching and learning, rather than information, perhaps we might then be able to provide our students with great library experiences because they would be indistinguishable from great learning experiences.

Joseph McDonald
Bethel University
McKenzie, Tennessee

Walter's Piece Leaves a Smile

Virginia Walter's article, "The Children We Serve" (Oct., p. 52–55), brought a smile to my face. The five notions of

childhood that she identifies as the foundation of library services for children are right on the mark. They stem from the "Four Respects" of Anne Carroll Moore, a great pioneer in children's services who initiated and led children's work when she became the first coordinator of children's services at New York Public Library in 1906.

The first—respect for children: She trained the new children's librarians that children were to be treated as individuals, not talked down to, and that all requests for books were to be considered seriously. Second—respect for children's books themselves: Books were to be well written, have authentic factuality, and be sincere. Third—respect for fellow workers: Children's services staff were not separate but part of the whole library; cooperation

was key to success. Fourth—respect for the professional standing of children's librarians: Their training and expertise in children's books and reading merited recognition as a professional specialty.

Walter has modernized those respects and applied them to today's needs. Above all, she has respected the specialization of children's services and empowered their providers. Anne Carroll Moore would have approved.

Julie Cummins
New York City

CORRECTION: The members of the 2009–2010 American Libraries Advisory Committee were missing from the October and November AL mastheads, which incorrectly listed the members of the 2008–2009 committee. AL apologizes for the error.

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.

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email:
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*Paper ballots will be provided to those with disabilities and no Internet access

Sara Kelly Johns, Molly Raphael Seek 2011–12 ALA Presidency

Sara Kelly Johns, school library media specialist for grades 6–12 at Lake Placid (N.Y.) Middle/High School, and Molly Raphael, recently retired after a six-year stint as director of libraries at Multnomah County (Ore.) Library, are candidates for the 2011–12 ALA presidency.

Johns previously served as the school librarian for middle/senior high level at Beekmantown Middle/Senior High School in Plattsburgh, New York. From 1990 to 2006, she was an adjunct professor for the mandated one-credit undergraduate Library Research Methods through Technology course at the State University of New York at Plattsburgh's Feinberg Library and received the Excellence in Teaching Award for Adjuncts in 1999 as well as the sixth annual Award for Excellence in Library Service from the North Country Reference and Research Resources (3'R's) Council in 1996. She currently teaches the Access and Legal Issues (censorship, intellectual freedom, copyright) course as an adjunct professor for the NCATE-accredited School Library and Information Technology program at Mansfield University.

Johns served as president of ALA's American Association of School Librarians (AASL) in 2007–08. She is currently associate editor for AASL's *Knowledge Quest* and is the AASL coordinator in New York State for implementation of the new AASL Program Guidelines and Standards for the 21st Century Learner.

She begins a new term as an ALA councilor-at-large at the Midwinter

Meeting in Boston in January. Johns served on Council in 2004–06. She also served as a member of ALA Immediate Past President Jim Rettig's advocacy initiative advisory committee and the ALA Advocacy Committee, and is currently a member of ALA President Camila Alire's REACT committee for her advocacy initiative for frontline library workers.

Johns has presented extensively at state, regional, and national school library conferences on advocacy,



Sara Kelly Johns



Molly Raphael

leadership, and plagiarism prevention. She has written a number of articles for such publications as *Library Media Connection*, *School Library Journal*, *Knowledge Quest*, and *Teacher Librarian*, and led her first webinar on collection development for Linworth in October. Johns also served as the school library panelist for the *Reference Books Bulletin's* "Defending the Reference Collection" program during ALA's Annual Conference in Chicago last year.

Johns has served as president of the Saranac (N. Y.) Lake Free Library board and as a member of the Plattsburgh (N. Y.) Public Library board. She also served on the Regents Commission on Library Service for the

21st Century and is currently a member of the Regents Advisory Council on Libraries, the New York Library Association (NYLA) Legislative Committee, the Intellectual Freedom roundtables for NYLA and ALA, and AASL's Legislative Committee. She is an active member of and served two biennial terms as president of the local chapter of Delta Kappa Gamma international society of women educators.

During Raphael's tenure at Multnomah County Library, voters approved a five-year operating levy of more than \$176 million, the library implemented many new programs and services, and she worked with the Library Foundation of Multnomah County to raise more than \$12 million. Under her leadership, MCL achieved consistently top rankings among urban public libraries and the highest gross circulation of any library in the country for four consecutive years.

She previously served as director of the District of Columbia Public Library (DCPL) from 1997 to 2003, after holding various positions at DCPL, beginning in 1970 as an assistant children's librarian. During her DCPL tenure, Raphael launched the first public library service in the nation to serve the deaf community, in 1975.

While at DCPL, she also established and cochaired the Labor Management Partnership Council; introduced an Enhanced Business Information Center; launched outreach efforts to address early literacy needs for at-risk children and literacy programs for adult new readers; built partnerships with the K–12 schools,

academic institutions, and nonprofits; and hosted visiting foreign diplomats and senior U.S. government officials.

Raphael has served in a number of capacities with ALA as early as 1976, when she was cofounder and first chair of the ALA committee and then the Association of Specialized and Cooperative Library Agencies Section on Library Service to the Deaf. She was also president of the Library Leadership and Management Association in 2008–09, served on ALA's Executive Board from 2000 to 2003, and has been a three-time member of the governing Council (2003–06, 1998–2002, and 1985–89).

She has also served as chair of the ALA's Budget Analysis and Review Committee, the Committee on Professional Ethics, the Nominating Committee (serving as chair in 1998–99), the Equality Award Jury, the Intellectual Freedom Committee, and the Coordinating Committee on Access to Information. In addition, she has been a member of various committees in the Public Library Association, the Library Leadership and Management Association, and the Reference and User Services Association.

Raphael was president of the District of Columbia Library Association in 1987–88, chaired the National Library Legislative Day Committee, and served as D.C. vice chair for the Martin Luther King Holiday Commission and as a member of the Freedom to Read Foundation board. Raphael is also a member of the Urban Libraries Council, the OCLC Public Library Advisory Committee, and the Friends of the Oberlin College Library.

Her honors include the Arthur Flemming Civil Rights Award for efforts to increase diversity in library employment, collections, and programming at Multnomah County Library. She has also received the Simmons College Graduate School of Library and Information Science Alumni Achievement Award, several

District of Columbia Labor Management Partnership Council Awards, and an Honorary Life Membership in the District of Columbia Library Association. She was also selected to present a Library of Congress Luminary Lecture in 2003.

Alan Kornblau, James Neal Vie for Treasurer Post

Alan Kornblau, director of Delray Beach (Fla.) Public Library, and James Neal, vice president for information services and university librarian at Columbia University in New York City, are candidates for the 2011–2014 term as ALA treasurer.

With more than 20 years of library field experience, Kornblau also worked as director of Oakland Park (Fla.) Library as well as the head of the Oakland Park Performing Arts Program before coming to Delray Beach. He also served as: regional library manager for Southwest County Regional Library of the Palm Beach County (Fla.) Library System in Boca



James Neal



Alan Kornblau

Raton from 1996 to 1998; supervisor of reference services for Camden County (N. J.) Library System from 1992 to 1996; director of the Washington County Public Library in Abingdon, Virginia, from 1989 to 1992; and reference librarian II for the Adult Continuing Education Department at Forsyth County (N.C.) Public Library in Winston-Salem from 1988 to 1989. Prior to entering the library profession, Kornblau was a casino dealer in Atlantic City, New Jersey.

He is treasurer of the Florida Library Association and has served on ALA's Public Library Association Leg-

MEMBER ALERT

PREPARE FOR 2010 ALA ELECTION

ALA's upcoming election will again be held online for most members. Those who are homebound and have no internet access can obtain a paper ballot by contacting the Member and Customer Service Department at 800-545-2433, ext. 5. To be eligible to vote, members must be a member in good standing as of January 31, 2010.

Polls will open March 16 and will close April 23 at 11:59 p.m. CST. ALA will provide all eligible voters with unique pass codes as well as information about how to vote online via an e-mail message. Members should make sure that they are

able to receive e-mail transmissions well before the polls open and may need to whitelist the election material e-mail as follows: From: ALA Election Coordinator; e-mail address: 2010election@alavote.org; Subject: ALA 2010 Election Login Instructions.

To update your e-mail address, visit www.ala.org/membership or send an e-mail message to membership@ala.org, adding "Update My E-mail Address" in the subject line. All bounced and duplicate e-mail addresses will be mailed balloting credentials beginning March 15 via the U.S. Postal Service.

isolation Committee and the Allie Beth Martin Award Jury. Locally, he is a member of the Delray Beach Parking Management Advisory Board and the Rotary Club of Delray Beach.

In his position at Columbia University, Neal is responsible for the Columbia Center for New Media Teaching and Learning, the Center for Digital Research and Scholarship, the Copyright Advisory Office, and the Center for Human Rights Documentation and Research. He previously was dean of university libraries at Indiana University and Johns Hopkins University and has held administrative positions in the libraries at Penn State, Notre Dame, and the City University of New York.

Neal has served on ALA's Council and Executive Board and currently is chair of ALA's Budget Analysis and Review Committee. He is president of the Association of Research Libraries (ARL), chair of the Research Libraries Group (RLG), and chair of RLG's Program Committee of the OCLC Board.

He has served on the Scholarly Communication committees of ARL and ALA's Association of College and Research Libraries and as chair of Scholarly Publishing and Academic Resources Coalition's Steering Committee. Neal currently is a member of the Columbia University Press board and serves as an advisor to the U.S. delegation at the World Intellectual Property Organization diplomatic

conference on copyright. He is the 1997 recipient of ACRL's Academic Librarian of the Year Award, and he received ALA's Hugh Atkinson Memorial Award in 2007, and the ALA Melvil Dewey Medal in 2009.

Net Neutrality Is Key to Free, Open Internet

ALA reiterated its strong support for Federal Communications Commission (FCC) Chairman Julius Genachowski's efforts to move the FCC forward in consideration of principles to protect the free and open nature of the internet.

The FCC voted unanimously October 22 to proceed with issuing a notice of proposed rule-making that would add two principles of non-discrimination and transparency to the existing four principles of network neutrality, and allow a period of public commentary.

"As information professionals, we know how essential it is to have a diversity of information sources, and we believe an open internet benefits all," said ALA President Camila Alire.

ALA's principles center on intellectual freedom and access to information. Network neutrality extends these principles to online content; it also encourages innovation and allows the smallest provider of online information access to a level playing field.

Safeway Launches Cereal Box Initiative

ALA is working with Safeway, one of the largest food and drug retailers in North America, for the October roll-out of the first two—Toasted Oats and Honey Nut Toasted Oats—of five cereal boxes with back-panel content about libraries and librarians. The boxes are available at Safeway's 1,500 stores across the nation.

NDLSWEB Digital Collection Management

Are you looking for a complete solution to your digital collection needs? Then consider a solution that helps you throughout the digitizing process, from reformatting your source materials to hosting your digital collections, with NDLSWeb. The simple and economical alternative to CONTENTdm.

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RUNNING FOR SPECTRUM



Gregory Calloway, ALA associate executive director of finance, joins approximately 45,000 Chicago Marathon runners as he makes his fifth appearance to raise funds for ALA's Spectrum Scholarship Program. Calloway is donating any funds raised to the new Spectrum Presidential Initiative spearheaded by ALA President Camila Alire, President-elect Roberta Stevens, and Immediate Past President Jim Rettig. The goal of the initiative is to raise \$1 million during the 2009-10 campaign. Visit www.ala.org and click on GiveALA to make a contribution.

The first panels will focus on "Discover your family tree @ your library" and "Discover the world @ your library." All feature the @ your library brand of ALA's Campaign for America's Libraries and direct the public to resources available at www.ilovelibraries.org, ALA's advocacy site, and at www.atyourlibrary.org, the public awareness site.

ALA Becomes Official 2010 Census Partner

ALA has become an official 2010 Census Partner and is asking that librarians help educate people about the importance of working with the U.S. Census Bureau to promote the value of accurate and complete census data and to create a positive impact on the questionnaire response rate.

In February and March, the bureau will begin mailing or delivering census questionnaires to house-

holds in all 50 states, the District of Columbia, Puerto Rico, and the Island Areas. Households will receive a short-form census that will count all residents and ask for name, sex, age, date of birth, race, ethnicity, relationship, and housing. For more information, visit 2010.census.gov.

ALSC Competencies Document Revised

ALA's Association for Library Service to Children has developed a revised edition of its Competencies for Librarians Serving Children in Public Libraries, available online at www.ala.org/alsc.

ALSC recommends these core competencies to all children's librarians and other library staff whose primary duties include delivering library service to and advocating library service for children from birth to age 14.

CALENDAR

ALA EVENTS

2010

Jan. 15–19: 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/dia/.

Jun. 24–29: ALA Annual Conference, Washington, D.C., www.ala.org/annual.

Aug. 4–9: National Conference of African American Librarians, Birmingham, Alabama, www.bcala.org.

Sept. 23–25: Association for Library Service to Children Institute, Atlanta, www.ala.org/alsc.

As an added bonus to ALSC members, free downloadable versions of the competencies also are available for training and workshops. The camera-ready PDFs are in booklet format in color and in black-and-white.

Competencies for Librarians Serving Children in Public Libraries was created in 1989 and revised in 1999 and 2009 by ALSC's Education Committee and approved by the division's board during the 2009 ALA Annual Conference.

Graduates Offered Free Memberships

ALA's Freedom to Read Foundation is offering free one-year memberships to students who graduated

August 1, 2009, or later from ALA-accredited MLS and MLIS programs or from school library media programs recognized by ALA's American Association of School Librarians. The membership is good through December 2010.

FTRF members receive the quarterly newsletter, and are eligible to vote in the annual trustee election and attend FTRF member receptions. Applications are available online at ftrf.org/graduates.

Teens Select Favorite Books

More than 11,000 teen readers across the country chose *Paper Towns* (Penguin/Dutton) by John Green as their favorite book in the annual ALA Young Adult Library Services Association's Teens' Top Ten. The online voting took place between August 24 and September 18 and the results were announced during Teen Read Week, October 18–24.

The remaining TTT titles are: *Breaking Dawn* (Little, Brown) by Stephenie Meyer; *The Hunger Games* (Scholastic) by Suzanne Collins; *City of Ashes* (Simon and Schuster) by Cassandra Clare; *Identical* (Simon and Schuster) by Ellen Hopkins; *The Graveyard Book* (HarperCollins) by Neil Gaiman; *Wake* (Simon and Schuster) by Lisa McMann; *Untamed* (St. Martin's Griffin) by P. C. and Kristin Cast; *The Disreputable History of Frankie Landau-Banks* (Disney-Hyperion) by E. Lockhart; and *Graceling* (Harcourt/Houghton Mifflin) by Kristin Cashore.

Teens' Top Ten is a teen-choice booklist created as part of YALSA's Young Adult Galley Project, in which publishers of young adult books provide copies of recent titles to teen book discussion groups in libraries. Read more about the project and teen book groups at www.ala.org/teenstopten.

THE ASSOCIATION'S ASSOCIATIONS: YALSA

ADVOCATING FOR YOUNG ADULT LITERACY

The Young Adult Library Services Association's Teen Tech Week 2010 takes place March 7–13, with a theme of "Learn Create Share @ your library." Registration is open at www.ala.org/teentechweek through February 9. The website also offers publicity tools, activity ideas, and more.



Teen Read Week 2010 is October 17–23, with a theme of "Books with Beat @ your library." In 2009, more than 4,000 librarians and educators across the U.S. participated (see p. 48), encouraging teens to read for the fun of it. Learn more at www.ala.org/teenread.

Teens cast more than 11,000 votes for their favorite books in YALSA's 2009 Teens' Top Ten, with John Green winning the top spot for *Paper Towns* (see story, left). World Wrestling Entertainment's Brie Bella and Nikki Bella announced Green and the other nine winners in a webcast at www.ala.org/teenstopten. Downloadable bookmarks are also available.

AWARDS AND MORE

YALSA's Michael L. Printz Award will turn 10 in 2010. The division will announce the 2010 Printz winner—and its other literary awards, including the new YALSA Nonfiction Award—January 8 during the Youth Media Awards at ALA's Midwinter Meeting in Boston. After the awards announcement, YALSA will offer bookmarks featuring its award winners at www.ala.org/yalsa/booklists.

SPECIAL EVENTS

YALSA will host its second symposium November 5–7, 2010, in Albuquerque, New Mexico, with a theme of "Beyond Good Intentions: Diversity, Literature, and Teens." The preliminary program will be announced next month. YALSA will offer two stipends to attend the symposium. Registration opens April 1. More information on the symposium is available at www.ala.org/yalalistsymposium.

—Stephanie Kuenn, communications specialist

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

American Association of School Librarians
Association of College and Research Libraries

AASL Toolkit Helps Parents Advocate

ALA's American Association of School Librarians is offering a new online resource, the Parent Outreach Toolkit, created to help school library media specialists educate and garner support from parents.

The toolkit asks the question, "How can parents help their child succeed in this changing global economy?" The answer: By equipping every school with a full-time certified school library media specialist. For more information, visit www.aasl.org. ■

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
publicprograms.ala.org/bookshelf



ALA American
Library
Association

2010 ALA Nominating Committee Council Nominees

Xan Arch

Electronic Resources and
Technology Librarian
Stanford University
Stanford, California

J. Douglas Archer

Reference and Peace
Studies Librarian
University of Notre Dame
Hesburgh Library
Notre Dame, Indiana

Xima Avalos

Media and Digital
Assets Librarian
California College of the Arts
San Francisco, California

Stephanie D. Bange

Director
Educational Resource Center
Wright State University
Dayton, Ohio

Walter L. Betts

Systems Librarian
Texas Christian University
Mary Couets Burnett Library
Fort Worth, Texas

Bart Birdsall

Media Specialist
School District of
Hillsborough County
Tampa, Florida

Clara Nalli Bohrer

Director
West Bloomfield Library
West Bloomfield, Michigan

Steven K. Bowers

Executive Director
Detroit Area Library Network
Detroit, Michigan

Paula Brehm-Heeger

Library Services
Manager, Central Region
Public Library of Cincinnati
and Hamilton County
Cincinnati, Ohio

Thomas W. Brogan

Young Adult Cluster
Specialist
Brooklyn Public Library
Brooklyn, New York

Wanda Brown

Associate Director
Wake Forest University
Winston-Salem,
North Carolina

Keri A. Cascio

Branch Manager
St. Charles City-County
Library District
Saint Charles, Missouri

Matthew P. Ciszek

Head Librarian
Penn State Shenango
Lartz Memorial Library
Sharon, Pennsylvania

Donna L. Corbeil

Director of Library Services
Berkeley Public Library
Berkeley, California

Ann Crewdson

Children's Librarian
Issaquah Library–King
County Library System
Issaquah, Washington

Kelly N. Czarnecki

Technology Education Librarian
ImaginOn–Joe and Joan
Martin Center
Charlotte, North Carolina

Karen E. Downing

University Learning
Communities Liaison
Librarian
University of Michigan
Ann Arbor, Michigan

Alison Ernst

Director of Library and
Academic Resources
Northfield Mount
Hermon School
Northfield, Massachusetts

Dana M. Eure

Director
Cabarrus County Cannon
Memorial Library
Concord, North Carolina

Elizabeth Anne Evans

Library Director
Point Park University
Pittsburgh, Pennsylvania

Naphtali Lanette Faris

Youth Services Librarian
St. Louis Public Library
Walnut Park Branch
St. Louis, Missouri

Eric L. Frierson

Reference and Instruction
Librarian
University of Texas–Arlington
Central Library
Arlington, Texas

Marianne Cole Fues

Library Media Specialist
Jefferson City High School
Jefferson City, Missouri

Diane M. Fulkerson

Instructional Services/
Librarian
University of West
Georgia, Ingram Library
Carrollton, Georgia

Loida A. Garcia-Febo

Assistant Coordinator,
NAP and Special Services
Queens Library
Jamaica, New York

Susan Gibbons

Vice Provost/Neilly Dean
River Campus Libraries
University of Rochester
Rochester, New York

Sol Antonio Gomez

Branch Manager
Pima County Public Library
Tucson, Arizona

Lucia Martinez Gonzalez

Retired
North Miami Beach, Florida

Janice Leslie Greenberg

Senior Librarian
Jersey City Free Public
Library
Jersey City, New Jersey

Lawrence Grieco

Director
Gilpin County Library
Black Hawk, Colorado

Jason Griffey

Head, Library Information

Technology
University of Tennessee–
Chattanooga Lupton Library
Chattanooga, Tennessee

Romina Gutierrez

Technology Initiatives
Librarian
Princeton Public Library
Princeton, New Jersey

Samantha K. Hastings

Director and Professor
School of Library and
Information Science
University of South Carolina
Columbia, South Carolina

Richenda Hawkins

Instructional Services/
Reference Librarian
Linn–Benton
Community College
Albany, Oregon

Nancy Sun Hershoff

ILS Coordinator/
Planning Officer
Florida International
University
North Miami, Florida

Nann Blaine Hilyard

Director
Zion-Benton
Public Library
Zion, Illinois

Mary Anne Hodel

Director
Orange County
Library System
Orlando, Florida

David A. Hurley

Virtual Library Manager
American Indian Higher
Education Consortium
Albuquerque, New Mexico

Florante Peter Ibanez

Manager of Library
Computer Services
Loyola Law School–
Rains Library
Los Angeles, California

Julius C. Jefferson Jr.

Information Research

Specialist
Library of Congress/
Congressional
Research Service
Washington, D.C.

Lisa J. Jewell
Library Consultant
University of Wisconsin
Madison, Wisconsin

Melissa P. Johnston
School Librarian
Media Specialist
Forsyth County Schools
Cumming, Georgia

James A. Keller
Chief Marketing Officer
Queens Library
Jamaica, New York

Jonathan Cleveland Kinloch
Commissioner
Detroit Public Library
Detroit, Michigan

Johan H. Koren
Coordinator
Library Media Program
Murray State University
Murray, Kentucky

Joan G. Lamborn
Head, Library Administrative
Services
University of
Northern Colorado
Greeley, Colorado

Carla M. Land
Head, YPL/Children's
Services Department
Las Vegas–Clark County
Library District
Summerlin Library
Las Vegas, Nevada

Elisabeth Leonard
Associate Dean for
Library Services
Western Carolina University
Cullowhee, North Carolina

Rory Litwin
Assistant Librarian
University of Minnesota
Duluth, Minnesota

Michael L. Marlin
Manager
California Braille
and Talking Book Library
Sacramento, California

Lawrence J. McCrank
Dean, Library and Information

Services
Chicago State University
Chicago, Illinois

Patricia A. McLeod
Director
David and Joyce Milne
Public Library
Williamstown, Massachusetts

W. Bede Mitchell
Dean of the Library
Georgia Southern
University
Zach S. Henderson Library
Statesboro, Georgia

Adrian W. Mixson
Director
Hall County Library System
Gainesville, Georgia

Kathleen Moeller-Peiffer
Associate State Librarian
for Library Development
New Jersey State Library
Trenton, New Jersey

Jessica Moyer
Doctoral Candidate
University of
Minnesota, Twin Cities
Minneapolis, Minnesota

Carolyn V. Neal
Librarian/Branch Manager
Cleveland Public Library
Cleveland, Ohio

Robbie Leah Nickel
Librarian
Sage Elementary School
Spring Creek, Nevada

Lawrence J. Olszewski
Director
Online Computer
Library Center
Dublin, Ohio

Dorothy M. Persson
Psychology/Education
Embedded Librarian
University of Iowa
Iowa City, Iowa

Cecilia Siu-Wah Poon
Librarian for Woodring
College of Education
Western Washington
University
Bellingham, Washington

Mary Pagliero Popp
Research and Discovery
Services Librarian
Indiana University–
Bloomington Libraries
Bloomington, Indiana

Michael Porter
Communications Manager
WebJunction
Seattle, Washington

Lauren Marie Pressley
Instructional Design Librarian
Wake Forest University
Z. Smith Reynolds Library
Winston-Salem,
North Carolina

Terry Paul Reese Jr.
Gray Family Chair for
Innovative Library Services
Oregon State University
Corvallis, Oregon

Elsworth Rockefeller
Chief, Young Adult Services
District of Columbia
Public Library
Martin Luther King Jr.
Memorial Library
Washington, D.C.

Doc Roth
Library Director
English High School
Jamaica Plain, Massachusetts

Jacqueline Samples
Continuing and Electronic
Resources Librarian
North Carolina State
University Libraries
Raleigh, North Carolina

Kevin M. Scanlon
Head of Reference
Green Valley Library
Henderson District
Public Libraries
Henderson, Nevada

Pamela C. Sieving
Biomedical Librarian
Informationist
National Institutes of
Health Library
Bethesda, Maryland

Carol E. Smith
Assistant Professor of Library
Services/Business Librarian

James C. Kirkpatrick Library
University of Central Missouri
Warrensburg, Missouri

John C. Stachacz
Dean of Library Services
Wilkes University
Farley Library
Wilkes-Barre, Pennsylvania

Mary Stansbury
LIS–Associate
Professor and Program Chair
University of Denver
Denver, Colorado

Deborah Stansbury Sunday
AUL Administrative Services
University of California Irvine
Irvine, California

Tony J. M. Tallent
Library and Arts Director
Boulder Public Library
Boulder, Colorado

Andeberhan W. Tensae
Administrative Librarian
District of Columbia
Public Library
Washington, D.C.

Holly A. Tomren
Electronic Resources and
Metadata Cataloger
University of California
Irvine
Irvine, California

Sylvia M. Vardell
Professor
Texas Woman's University
Denton, Texas

Kelvin Watson
Branch Head
Acquisitions and
Collection Development
National Agricultural Library
Beltsville, Maryland

Larry Nash White
Assistant Professor
Department of Library Science
East Carolina University
Greenville, North Carolina

Amanda J. Williams
Librarian III–Assistant
Branch Manager
Austin Public Library
Austin, Texas ■

The list includes Executive Board–approved ALA Council nominees from names submitted by the Nominating Committee. Petition candidates for ALA president, treasurer, and Council have until January 30 to enter the race and will be noted in subsequent issues of American Libraries as their names become available.

Library Levy Landslides Make History in Ohio

Election Day in Ohio reaped an unprecedented show of library support: Voters approved 29 of the 37 library levies November 3 placed on ballots by cash-starved public libraries reeling from 11th-hour cuts to state aid for FY2010–12, with one more apparently passing but close enough to require a recount. The impressive display translates into a reprieve for 81% of the library systems

that turned to Ohioans in the wake of an 11% loss in state aid (*AL*, Aug./Sept., p. 19). Coupled with declining state-tax revenues, libraries are enduring budget cuts of 20%–25%, the Ohio Library Council explained November 4.

Among the most dramatic victories was the passage with a 72% yes vote of the first-ever millage for the Public Library of Cincinnati and Hamilton County, whose

state support has shrunk from \$53 million in 2000 to some \$38 million in 2009, according to ABC affiliate WCPO-TV.

“Throughout the levy campaign and into the voting booth, Hamilton County residents have shown tremendous support for the library and the levy,” PLCHC Executive Director Kim Fender stated November 4. “We have been overwhelmed and deeply touched by the support of Hamilton County voters, especially in these difficult economic times.”

The 1.0-mill levy will generate \$100 million over five years for Cincinnati-area libraries, costing owners of a \$100,000 home about \$30 annually and averting the need to close as many as 20 branches and lay off up to 250 staff members.

The victory was especially sweet given the active campaigning of an opposition group calling itself COAST (Coalition Opposed to Additional Spending and Taxes) to defeat the initiative. COAST spokesperson Tom Brinkman accused the library system in an October 28 *Cincinnati Enquirer* editorial of “show[ing] a disregard of

our tax dollars” by “overspending for guest speakers, free book giveaways, billboards, and media campaigns” as well as failing to “look for additional revenue streams” such as charging \$1 per audiovisual loan.

Dayton Metro Library was also able to breathe a huge sigh of relief as voters overwhelmingly approved a five-year levy hike of 0.5 mills as of January 2010. The new 1.75 mills, an increase from 1.25 mills, will hike local support from \$9 million to \$13.6 million a year.

Voters also bolstered Ashland Public Library by passing by 61% a 1.0 millage. The victory means the end of a hiring freeze and restoration of service hours and acquisitions funding, library advocates promised.

However, the election didn’t end worries about shortfalls. Carlton Sears, director of the Public Library of Youngstown and Mahoning County, was quick to point out to ABC affiliate WYTV November 4 that the library levy’s 71% yes vote only “solidifies” current funding. “We still have to figure out a path going into the future,” he added.

The Ohio Library Council has posted full election results at www.olic.org. In a November 4 press release, OLC emphasized the historically “strong partnership between the state [government] and local libraries,” and offered a post-legislative olive branch to state lawmakers by acknowledging that “tough economic times in Ohio have required tough decisions in the state budget [and] Ohio libraries appreciate the General Assembly working to try and continue that partnership.” —B.G.



Kim Fender expresses gratitude for Hamilton County voters’ support as trustee William J. Moran beams.



Staff and board members of the Public Library of Cincinnati and Hamilton County unfurl a banner shout-out to constituents.

Gwinnett Board Blinks, Rescinds System Reorganization

Citizen-activists in Gwinnett County, Georgia, have won a months-long battle with library officials: Trustees voted unanimously at a specially called October 21 meeting to keep all 15 branches of the county library system open as full-service libraries instead of converting three facilities to bookless computer centers or shuttering them altogether.

“I believe we put enough pressure on [library officials] to drag them kicking and screaming into seeing what the people of Gwinnett County want,” business leader Chad Parson posted October 24 to the anti-reorganization blog *They Took My Books*.

However, the trade-off appears to be the imposition next year of staff furloughs, an as-yet-undisclosed number of layoffs, and the system-wide reduction in service hours from 47 hours per week to 35. The goal is to close a projected 2010 deficit of \$1.2 million.

Leveraging lawmakers

At the meeting GCPL Executive Director Nancy Stanbery-Kellam read from a prepared statement that she was abandoning her September recommendation because “we must have support from the elected officials who have in the past and who are currently working at both the local and state level to provide funding for public libraries in Gwinnett County.”

The declaration appeared to have been triggered by strongly worded letters from several county commissioners and state legislators.

“We are asking you to take a methodical, measured approach to

changes to the community-based library system that has served Gwinnett County well for decades,” Commissioners Bert Nasuti, Mike Beaudreau, and Kevin Kenerly wrote the library board October 6, insisting that if GCPL officials “believe that a restructuring is necessary [they should] initiate a planning process that is done in the open.” Pulling no punches, Beaudreau said in the October 15 *Atlanta Journal-Constitution*, “The letter is meant to be an ‘or else,’ a last resort before having to take irreversible action.”

Three days later, Georgia State Sen. Renee Unterman (R-Buford) and Rep. Donna Sheldon (R-Dacula) echoed the commissioners’ call in an

open letter to the community published in the *Gwinnett Daily Post*. The lawmakers accused library board members of approving actions that were “politically arbitrary, fluctuating, and not professionally planned” and therefore placing future referenda “at stake due to lack of voter trust.”

Despite the grassroots victory, community activist Chad Parson reiterated October 24 on the *They Took My Books* blog the second demand of a petition that began circulating in late September: that library trustees vote no confidence in Stanbery-Kellam and dismiss her, and if they refuse, that the county commission replace the entire board for failing to fire her. —B.G.

SHAKE, RATTLE AND ROLL



Children play plastic guitars October 10 during San Francisco Public Library’s Tricycle Music Fest West that featured a block party at the main branch with free entertainment from area indie rock bands.

Freedom to Read Foundation Files Amicus Brief in Animal Cruelty Case

ALA's Freedom to Read Foundation joined publishers, booksellers, and other media groups in an amicus brief filed by the Media Coalition urging the court to strike down a 10-year-old federal law banning the production and sale of visual descriptions of cruelty to animals. "This is one of the most significant First Amendment cases we have seen in recent years," FTRF President Kent Oliver said. "The government is arguing that a whole category of speech can be denied First Amendment protection based on the radical proposition that the perceived value of the speech should be weighed against a compelling government interest. Such a balancing test would allow the abridgment of First Amendment rights with respect to broad categories of speech found to have 'low

value' and could easily encompass many forms of expression."

The U.S. Supreme Court heard arguments October 6 on the constitutionality of the statute. Aimed at stopping the trafficking of "crush videos" showing women in high heels stepping on small animals, the law was used to convict Robert Stevens for making films about dog fighting. The United States Court of Appeals for the Third Circuit struck down the statute in overturning Stevens' conviction, the only successful prosecution under the law.

First Amendment threat

While the law is supported by the Humane Society and animal-rights groups, media companies and civil liberties groups oppose it on First Amendment grounds, calling it overly broad and warning it could lead to prosecution of films showing hunt-

ing and bullfighting or documentaries depicting animal abuse. "I think at some level Congress has a job to write with a scalpel and not a buzz saw in the First Amendment area," said Stevens' lawyer, Patricia A. Millett, in the October 7 *Washington Post*.

The justices appeared dubious of the law's constitutionality. Justice Antonin Scalia, an avid hunter, was particularly skeptical, rejecting any comparison between the treatment of animals and child pornography—the only category of speech the Supreme Court has found too unredeeming to merit protection under the First Amendment. "It's not up to the government to tell us what our worst instincts are," said Scalia.

At the ALA Annual Conference in July, FTRF President Judith Platt reported to ALA Council that the foundation intended to participate in the brief, arguing that "there is no basis for removing depictions of harm to animals as a class of speech from First Amendment protection, and that strict scrutiny must be applied to the law, as was done by the Third Circuit Court of Appeals."

Other signers of the Media Coalition amicus brief include the American Booksellers Foundation for Free Expression, the Association of American University Presses, the Comic Book Legal Defense Fund, the Entertainment Consumers Association, the Entertainment Merchants Association, the Independent Book Publishers Association, the National Association of Recording Merchandisers, and the PEN American Center.

A ruling in the case, *U.S. v. Stevens*, is not expected for several months.

—G.F.

ONE BOOK—ONE COMMUNITY



Author Peter Sís poses with Gabby Santamaria-Vasques from Douglass School in Leesburg, October 23, during one of his high school visits to talk about his book *The Wall: Growing Up behind the Iron Curtain*, Loudoun County (Va.) Public Library's 2009 One Book—One Community selection.

New Survey Finds Cultural Consumers Love Libraries, Support Public Funding

Seismic shifts in the way we create meaning are reorganizing our work, leisure, and belief systems—in essence, our culture,” says cultural-consumer expert and author Patricia Martin. Releasing the first installment of an American Life and Culture Survey, she observed that consumers who love art and entertainment also value libraries and believe they should be publicly funded.

Through a yearlong process, Martin and her LitLamp Communications Group collaborated with leaders in the arts, business, and technology to identify phenomena they were curious about. Ten organizations with reach into 26 markets provided access to a sample of 2,348 consumers who frequently partake in arts and entertainment offerings.

The survey instrument, designed by Donna Surges Tatum of Meaningful Measurement, was intended to capture the beliefs and behaviors of the American cultural consumer and to provide a benchmark for further research.

For cultural consumers, civic life has a consumable dimension, Martin says in the survey report. People expressed

opinions about how we should spend money as a society versus expenditures that should be left up to the individual. Things like public universities and museums fall into a personal choice, whereas K–12 education and public libraries should be valued and publicly funded.

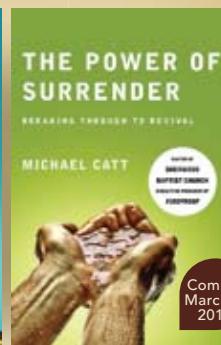
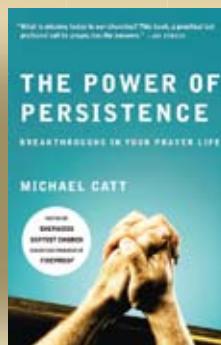
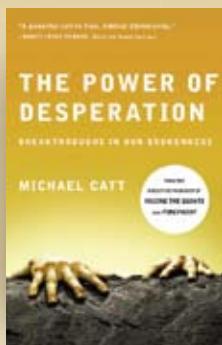
There is overwhelming agreement that education is important to the American way of life, says Martin. When it comes to taxes, about three-quarters (73%) consider K–12 a top priority. Tax support for public libraries and infrastructure investments such as streets and roads were also deemed important by more than half (53%) of the respondents. Higher education was designated for funding by about a third of the people, far ahead of other amenities including park districts, public art, museums, and concerts.

“Free entertainment is fashionable,” says the American Life and Culture Survey report, available free online at patricia-martin.com.

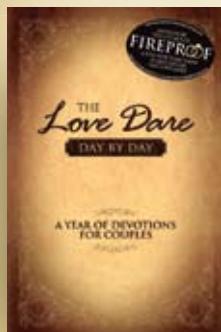
—L.K.

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Space for Children and Teens Created at Library of Congress

The Library of Congress, for the first time in its history, has created a space devoted to the reading interests of children and teens in its historic Thomas Jefferson Building, in cooperation with the Center for the Book.

Visitors to the Young Readers Center can choose to read a book from an up-to-date collection of noncirculating titles; they can browse the kid-friendly sites online; or they can attend programs especially designed for young readers. The center's media room also provides an opportunity for visitors to view webcasts of young adult and children's authors who have appeared at the National Book Festival, which is sponsored by Library of Congress (*AL*, Nov., p. 19).

Librarian of Congress James H. Billington welcomed the first group of young people, parents, and others to the Young Readers Center October 23. Rep. Debbie Wasserman Schultz (D-Fla.) and her three chil-



Rep. Debbie Wasserman Schultz with her three children.

dren and Rep. Robert Aderholt (R-Ala.) and his son helped open the new center.

"We want you and other young readers to have a place where you can gain an introduction to the wonders of your nation's library," said Billington to the children gathered in the center.

M. T. Anderson, who writes books for children and teens, was the special guest author. He is the writer of such acclaimed and popular books as *The Astonishing Life of Octavian Nothing* and *Me, All Alone, at the End of the World*.

The Young Readers Center is located in Room G31 on the ground floor of the Thomas Jefferson Building at the corner of First Street and Independence Ave., S.E. It is open Monday through Friday from 9 a.m. until 4 p.m. and is closed on all federal holidays. The phone number is 202-707-1950.

The Center for the Book at the Library of Congress helps oversee the National Ambassador for Young People's Literature (www.childrensbookambassador.com) in collaboration with the Children's Book Council (www.cbcbooks.org).



Librarian of Congress James H. Billington welcomes youngsters to the new Young Readers Center.

The first ambassador is Jon Scieszka, whose two-year term ends in December; a new ambassador will be named in January 2010.

The center also oversees a new website at www.read.gov that provides reading resources especially for kids and teens, as well as adults, educators, and parents. A highlight of the site is the exclusive episodic story called "The Exquisite Corpse Adventure," a joint project with the National Children's Book and Literacy Alliance (www.thencbla.org). Every two weeks a new episode and illustration will appear. Some of the nation's best authors and illustrators for young people are contributing their work to this project.

The Center for the Book was established by Congress in 1977 "to use the resources and prestige of the Library of Congress to promote books, reading, literacy and libraries."

—Guy Lamolinara
Library of Congress

Bringing Books to Kids in Rural India

The state of Maharashtra in western India is the nation's wealthiest and home to Mumbai, the country's financial center. In the rural areas of the state, however, many children have no access to books until they begin school. And with no preparation, many children drop out early in frustration or boredom.

An organization called PaanPoe Vachanalaya was founded in 2003 to bring books to preschool children in rural Maharashtra. With the assistance of Vanasthali Rural Development Center, which operates rural preschools in the state, PaanPoe Vachanalaya began lending books to young children in the area.

Home of Hope, a San Francisco-based charity whose work primarily focuses on aiding children in India, began funding the PaanPoe project in 2007. The contributions have allowed the group to purchase far more books, to its current total of 4,500, and to open libraries in all eight of the VRDC's school centers; only one had a library prior to HOH involvement.



A teacher delivers books by bicycle to her school.

HOH funds also help to pay for fuel and van rental to deliver books to community centers, explains Home of Hope spokesperson Jennifer Neale. Teachers collect the books and deliver them by foot or bicycle to their balwadis—the 206 village nursery schools throughout the eight counties that teach more than 10,000 children the basics of reading and arithmetic. Handwritten ledgers track which books are on loan to which school at any given time.

Jayashree Nangude, librarian at the primary school in Jejuri, reported that students, teachers, and parents borrow books for home reading. Chhaya Pawar, deputy manager of the school center in Shirwal, said the books help keep students' attention and interest. "One of our teachers asked students to tell a story every day," she said. "It was difficult for a student to tell a story. But now with so many strong books available to read, children clamor for an opportunity to recite a story, or begin a tale on their own." —G.L.



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Hawaiian Librarians Aid in Tsunami Recovery in American Samoa

A pair of librarians traveled from Hawaii to Pago Pago to help in recovery efforts following the devastating tsunami that struck September 29. Triggered by a magnitude 8.0 earthquake, the waves killed 34 people in American Samoa and around 160 in neighboring Samoa and Tonga.

Lynn Davis, head of preservation at the University of Hawaii at Manoa, and Jane Barnwell, director of Pacific Resources for Education and Learning, a Honolulu-based nonprofit corporation that serves schools on 10 United States-connected Pacific islands, were in American Samoa October 14–29 as a recovery task force sponsored by WESTPAS (Western States and Territories Preservation Assistance Service). Davis explained that a year earlier she had conducted disaster-preparedness workshops for government agencies in Pago Pago, leading to the request to help salvage vital records and other documents in the wake of the tsunami.

The training Davis gave last year, which involved the development of disaster plans, served the agencies well. “People in Samoa were stepping up and taking care of things,” she told *American Libraries*, immediately freezing the damaged materials to prevent the growth of mold, as they had been trained to do.

Prioritizing protocols

Davis worked with the government agencies—the Development Bank of American Samoa, the American Samoa Power Authority, the High Court of American Samoa, the Territorial Registrar’s Office, and the Jean P.



Librarian Deborah Talo stands outside the remains of the library at Masefau Elementary School. Talo managed to rescue 70 books and the library’s globe.

Haydon Museum—to develop protocols to use in writing RFPs and grant requests, and in submitting a budget request for recovery efforts to FEMA. Davis said she learned the importance of such protocols following a 2004 flash flood (*AL*, Dec. 2004, p. 16) at the University of Hawaii that destroyed a large portion of the library’s rare map and government documents collection. She warned that the recovery process in Samoa will be lengthy: Five years after the Hawaii flood, hundreds of maps and thousands of aerial photographs are still awaiting conservation treatment.

Davis also met with Governor To-

giola Tulafono, whom she said “expressed his great concern for the possible loss of these documents that are an essential part of Samoan culture” and who set up a task force on document recovery.

The tsunami also destroyed four school libraries in American Samoa. The schools are seeking donations of materials to rebuild their collection. Children’s books in new or good condition may be sent to:

Cheryl Morales Polataivao
Feleti Barstow Public Library
P.O. Box 997687
Pago Pago, American Samoa 96799

—G.F.

GLOBAL REACH



CANADA ①

Pedestrians passing by Bloor Street and Avenue Road in Toronto October 24 had the chance to ask any question they liked to master's students from the University of Toronto iSchool. The students collected donations for the Stephen Lewis Foundation, which works to fight the HIV/AIDS epidemic in Africa. The project was part of a class assignment for a library sciences course taught by Professor Nadia Caidi. Equipped with laptops from the faculty of information, reference books, and coffee, the students fielded 63 questions.—*University of Toronto Varsity*, Oct. 26.

ICELAND ②

The Keilir Institute of Technology, founded in 2007 on the grounds of a deserted NATO navy base near Keflavik, plans to launch a research library focusing on science, engineering, technology, renewable energy, and entrepreneurship. An initiative to collect materials for the library is called "Iceland Book Drive 2010" and aims to acquire some 10,000 textbooks in Iceland and abroad and raise the equivalent of \$50,000 through 2010.—*Ásbrú*, Nov. 3.

IRELAND ③

A flashmob (a seemingly spontaneous artistic or social event that is actually orchestrated by a group) took place October 10 in Tallaght Library. Organized as a part of "Open House: Irish Architecture 2009," the piece was titled "When Is a Library Not a Library?" and was designed to challenge people's perceptions of what happens in a public space. It was directed by Tony Fegan of Tallaght Community Arts and dancer Louise Costelloe, in association with South Dublin County Libraries.—*YouTube*, Oct. 27.

SCOTLAND ④

Staff morale in libraries across Edinburgh is low as the number of full-time librarians has plunged by nearly a quarter. The city council has undertaken a two-year review of library service and has restructured management so that a "team leader" runs two or more libraries in place of the traditional library director.—*The Scotsman*, Oct. 23.

GERMANY ⑤

KARO Architects of Leipzig have created an alternative library in an industrial neighborhood of Magdeburg. A temporary facility was begun in 2005 with 1,000 empty beer crates and some donated books, but eventually the books were relocated to a permanent home. The library, now funded by the German government and housing some 20,000 books, officially opened in June. The shelves are open 24 hours a day and operate on the honor system; readers can borrow a book and either bring it back or supply another one.—*PSFK*, Nov. 3.

DENMARK ⑥

More than 200 public libraries have closed in Denmark since 2005. The national association of municipalities said the consolidation has resulted in better and more modern facilities, but the librarians' union thinks many people are getting left behind, despite an agreement with the Brugsen supermarket chain that allows people to request library books online and pick them up at the local store.—*Copenhagen Post*, Oct. 27.

JAPAN ⑦

A collection of more than 2 million comic books will be housed in a new Tokyo International Manga Library, scheduled to open in 2015 on the grounds of Meiji University. The new library aims to elevate the study of manga to the same level as other academic subjects. It will also house fanzines, animated drawings, video games, and other cartoon-industry artifacts. The idea for the library emerged after the university received a collection of more than 140,000 titles from the late manga critic Yoshihiro Yonezawa.—*Mainichi Daily News (Tokyo)*, Oct. 27.

CHINA ⑧

The Communist Party of China will build a new library at Shanghai Jiao Tong University in honor of the late Qian Xuesen, a rocket scientist who made important contributions to the space programs of both China and the United States. Qian died October 31. The library will hold a comprehensive collection of his books and papers.—*Xinhua*, Nov. 6.

Tech Services Consolidation Looms Over Massachusetts' Five Colleges

Based in Amherst, Five Colleges Incorporated—a nonprofit consortium composed of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts at Amherst—is examining a consolidation of the schools' library technical services, but the push for greater efficiency left some librarians worried about their jobs. In response, the Librarians Council spearheading the plan issued a statement November 2 calling for “further due diligence,” a cost-benefit analysis, and another report by the end of January 2010.

Jay Schafer, director of libraries at the University of Massachusetts at Amherst and chair of the Five College Librarians Council, told *American Libraries* that, to his knowledge, there had been no layoffs at any of the Five Colleges member libraries as a result of the initiative. “If any one institution has to reduce its library budget

through reductions in staffing, then they are going to have to do it whether or not we do tech services consolidation,” he said, pointing out that any decisions about workforce reduction are made by the individual institutions.

However, D. Ellen Bonner, head of tech services at Mount Holyoke, told *AL* that “the fanfare accompanying the announcement of the Five Colleges technical services consolidation back in April also included Human Resources representatives—at least at Mount Holyoke—explaining that paraprofessional technical services staff would be losing their jobs in the consolidation,” and that had the plan been implemented as originally projected, the outcome would have been “considerably less benign” at the other colleges as well.

“We realize that consolidating these services is a difficult task and impacts many layers in our libraries

and our organizations,” Schafer said, “but we’ve been talking about this for a couple of years.” Libraries have been slow to change their cataloging practices, he added, but they must. “It’s not easy, but it’s something that we have to explore.” It has not been necessary for a very long time for every library to catalog every book, he pointed out, but taking advantage of that to the fullest extent is a difficult proposition because in some ways it is seen as compromising quality. “The biggest question we have to ask ourselves,” Schafer said, “is ‘What’s good enough?’ Is a nearly perfect catalog record worth the cost of achieving that goal?” He questioned the sustainability of 70% of the libraries’ purchasing budget now going to electronic and other digital resources, while 70% of technical services staff is still dealing with print.

Schafer posited that the convergence of the national economic crisis

CELEBRATING ABRAHAM LINCOLN

Civil War historian James McPherson (second from left) examines documents that are part of the exhibition “The Lincoln Presidency: Last Full Measure of Devotion” at Cornell University Library in Ithaca, New York, which opened October 20. Included in the exhibition are a rare trio of documents—the 13th Amendment, the Emancipation Proclamation, and the Gettysburg Address. The exhibition runs through April 2010. Also pictured are (from left) McPherson’s wife, Patricia, and library supporters Gail and Stephen Rudin.



BIONIC WOMAN SPEAKS SPIRITUALLY

and the report of the FCLC is probably what prompted speculation about job loss, but it has always been the intent of library administrators to move library staff out of traditional technical services and into more positions that meet today's emerging needs, not to lose positions, he said.

"The five independent Five College institutions each has its own budget issues," Schafer told *AL*, "and each library is going to have to meet its individual budget requirements."

"Perhaps a truly collaborative process will emerge," Bonner concluded, "now that individual directors seem to be reexamining their 'top-down' approach by committing to local workflow reengineering and to maximizing efficiency at home before asking someone else to do it for them." Read more about the Five Colleges consolidation at www.ala.org/alonline. —L.K.



Actress Lindsay Wagner (second from right), who portrayed Jaime Sommers in the 1970s television series *The Bionic Woman*, receives a plaque October 16 after her address during the Braille Institute Library (BIL) open house in Los Angeles, commemorating the 75th anniversary of the partnership between the Braille Institute Library and the National Library Service. Wagner spoke about her spiritual outlook and her struggles with dyslexia. Also pictured are (from left): BIL Director Henry Chang, Reader Services Manager Tina Herbison, and Braille Institute President Leslie Stocker.

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Another Suicide at NYU

A New York University student leaped to his death November 3 from the 10th floor of the school's Elmer Holmes Bobst Library.

Andrew Williamson-Noble, 20, left a suicide note in his dorm, but apparently gave no warning to his family or friends that he was about to kill himself, the *New York Daily News* reported on the day of the suicide. According to the newspaper report, the police said Williamson-Noble used an NYU-issued card to swipe himself into the Bobst Library. Witnesses reported hearing a "loud thud" when the junior's body hit the marble floor in the atrium of the library.

Following the 2003 suicides of two NYU students who also leaped to their deaths from an interior balcony in the

library (*AL*, Dec. 2003, p. 20), the university installed see-through barriers on the floors facing the atrium. NYU also restricted access to balconies, expanded counseling services, and created a 24-hour suicide line.

News of Williamson-Noble's death spread quickly through the campus and into cyberspace, where friends posted farewells on Facebook noting that the popular student, who was majoring in East Asian studies, was "elegant" and "witty" and a fluent Chinese speaker.

"It's really high," student Brooke Asemota said of the Plexiglass barrier in the November 4 *New York Times*. "You could probably squeeze between the gaps in places, but only just, and you'd have to try really hard."

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GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE



This project is made possible by a grant from the U.S. Institute of Museum and Library Services.

NEWSMAKER: ELS VAN DER PLAS

Headquartered in the Netherlands, the Prince Claus Fund is “a platform for intercultural exchange,” says its director, Els van der Plas. The fund’s Cultural Emergency Response program has also played a significant role in aiding disaster-stricken libraries and archives in Asia, Africa, and Latin America. Named for the late husband of Queen Beatrix, the fund is grounded in his belief that people cannot be developed but must develop themselves and culture is indispensable for their development, says van der Plas (above left with library director Li Chun, an earthquake survivor who spent 75 hours buried in rubble, *AL*, Aug., p. 24). *American Libraries* questioned van der Plas through e-mail, following a meeting during the International Federation of Library Associations and Institutions conference in Milan in August. Read more from the interview at www.ala.org/online or visit www.princeclausfund.org.



American Libraries: How does the Prince Claus Fund promote his legacy?

ELS VAN DER PLAS: We actively seek international cultural collaborations on the basis of need. The fund provides immediate rescue as well as support for sustainable cultural initiatives to raise awareness of the importance of culture in life and for development.

Why was the Beichuan Qiang library in China selected to receive funding?

Before it was destroyed by an earthquake (*AL*, Aug. 2008, p. 24), the library played an important role in preserving the cultural heritage of the endangered Qiang minority. It also provided valuable outreach services to populations in rural areas, serving tens of thousands of users and thereby delivering the knowledge, education, and technologies needed for promoting growth in the local economy. Following the earthquake and despite the extreme conditions, the dedicated library staff has continued to courageously serve local readers by estab-

lishing and operating some 20 temporary library branches constructed of hardboard materials in villages throughout Beichuan. Their volunteer efforts have been amazing.

How much was the Prince Claus Fund able to contribute? Through our Cultural Emergency Response program, the fund pledged 110,000 euros—joining forces with a Dutch library and cultural center, Centre Céramique in Maastricht, for an additional 10,000 euros—to build secure storage space for the growing collection of donations and to express our solidarity.

How did the fund aid the recovery of the library at the University of Baghdad? The Cultural Emergency Response program was, in fact, launched in 2003 in reaction to the looting and demolition of artworks from the National Museum of Iraq. This event shocked the world and made the Prince Claus Fund stand up to take action. Since the museum itself had al-

ready attracted a lot of attention, we decided to help heritage that was a little less in the spotlight and provided 25,000 euros for the refurbishment of the reading room of the central library and for the purchase of furniture, computer equipment, and air-conditioning units to cope with the terrible heat in Baghdad that was affecting both people and the books. By autumn 2004, the library had once again opened its doors and was able to offer a limited range of facilities to enable students to pursue their education, thereby restoring a sense of normalcy in a situation that was increasingly marked by violence and disorder.

What are some of the other institutions the fund has helped? Following heavy rainfall, a roof in the Royal Palace in Matsieng, Lesotho, collapsed, severely damaging the valuable archives that contain a significant part of the history of Lesotho over the past two centuries, including genealogical records. The University of Lesotho and the National Archives collaborated on a large conservation project last year with only 3,000 euros, demonstrating that much can be achieved when small-scale support reaches the right place at the right time. In December 2008, the Center for Architectural Heritage at the Islamic University of Gaza was bombed. A grant of just 23,000 euros enabled it to purchase the computer equipment and furniture necessary for the staff to resume their activities.

How can libraries ask for help? By e-mail to CER@princeclausfund.nl. ■

Open Source Advocates Reject SirsiDynix Warning

In the ongoing discussion about open source integrated library systems, one wouldn't expect a big ILS vendor selling closed, proprietary products to have anything nice to say. Nonetheless, when SirsiDynix Vice President of Innovation Stephen Abram weighed in on the issue, his harsh criticism created quite a dust-up on Twitter and the blogosphere. But Abram's white paper, originally believed to be a leak and published to Wikileaks October 29, may have done more to legitimize the role of open source software (OSS) in libraries than challenge it; if nothing else, Abram's marketing piece revealed that open source ILSs are a threat to the vendor-based market.

Abram asserted in an October 30 blog post that the document was never meant to be a secret and was his company's "reaction to open source technology development as it grows and changes in the market." In the paper, Abram warns *caveat emptor* to those considering open source, arguing that it is "rare for completely open source projects to be successful," and that they often become "archipelagos of systems driven by a philosophical principle that is anti-proprietary."

Abram also argues that the total cost of ownership can be higher with open source because of the cost of switching systems and system compatibility and that open source solutions are less reliable, less scalable, and require more expertise to implement. He ultimately concludes that "at the current production cycle, jumping into open source would be dangerous, at best."

The other side

On the other side of the argument, open source advocates in the library community have maintained that Abram was often incorrect in his assessment of open source software, or at times even "blatantly misleading," as Jason Griffey, head of library information technology at the University of Tennessee at Chattanooga, blogged at *Patern Recognition*. Griffey suggested that on the question of total cost of ownership, open source wins: "Instead of

paying for [ongoing] support," Griffey said, "the typical library that moves to open source solutions has chosen instead to put its money into personnel," who can be "repurposed" in ways a support contract cannot be.

Mark Leggott, university librarian at University of Prince Edward Island, characterizes the debate between OSS and proprietary software as largely a "religious issue" but also challenges Abram on the issue of cost: "Wrong. Just, well, wrong," he wrote November 7 on his *LoomWare* blog. He continues, "When you build capacity internally using open source tools, your investment pays off in so many ways that the cost-benefit of implementing open source is many times that of a proprietary system."

Suggesting that proprietary systems are guilty of much of what Abram accuses open source systems of, Leggott suggests proprietary systems are themselves "archipelagos" for their refusal to use open standards. Leggott addresses Abram's point that OSS systems are driven by an anti-proprietary principle by noting that proprietary systems are driven by profit.

Opening the discussion

The library community's quick reaction to Abram's paper prompted Abram to offer his own reaction on his Stephen's Lighthouse blog, admitting open source technology is "healthy competition in the marketplace." He invited his readers to continue the discussion there.

Others took the discussion elsewhere. Griffey set up a Google Docs document of the full text of Abram's report to which readers could freely add their comments. "It was literally thrown together while I was stuck in an airport," he told *American Libraries*. "Given time, I would have set up a wiki for it, probably. But Docs was faster." The Code4Lib group did set up a wiki, which aggregated bloggers' commentary and linked to an EtherPad document of the text of Abram's paper alongside readers' comments.

About a week after Abram's document was released, the discourse was settling down. However, the debate between the efficacy of open source software and proprietary solutions in libraries is far from over. As Abram's paper seems to show, open source software is a big-enough trend in the library technology marketplace to be seen as real competition even to some of the biggest proprietary software vendors.

—S.F.F



Open source technology is competition in the marketplace.

—Stephen Abram

The Fab Ten of Online Ed

GraceAnne A. DeCandido, a lecturer in children's and young adult literature at Rutgers School of Communication and Information, shared this Beatles-influenced list of things that students need to know when starting online classes.

1. *The Long and Winding Road*: Taking a class online is more work than an in-person class. You have to read more and faster, interact with your classmates more, log in almost daily to see what is going on, and keep up.

2. *We Can Work It Out*: Everybody has a life. In online classes, these lives tend to be even more complicated. Many of my online students have children or elder parents to care for, part- or full-time jobs, or chronic illnesses of their own or of family members. No matter what accident or crisis has befallen you, I can guarantee at least two other students this semester are suffering

through it right now.

3. *Eight Days a Week*: We work asynchronously, but not alone. Work needs to be completed and shared within its unit's timeframe, but when specifically in that timeframe you do it is up to you.

4. *I'm Looking Through You*: An online course in literature requires intense reading and thoughtful responses. It is not, however, a therapy session nor a confessional. Think carefully about personal stories and how they relate to the book in hand.

5. *Don't Let Me Down*: Your lack of planning does not constitute your instructor's emergency. The class is available 24/7, the instructor is not.

6. *Things We Said Today*: You will probably get to know your classmates and your instructor better than you could ever do in a face-to-face classroom.

7. *Getting Better*: Know what technology will be used, and learn how to

use it. Make sure you have your own e-mail address and that it displays your name. Be comfortable online.

8. *A Hard Day's Night*: This is a graduate course. Spelling, grammar, usage, and style all count, as they would in any written assignment on the graduate level. This is not a place for IM, texting, or other abbreviated methods of communication. The exception to this rule is live chat.

9. *Here Comes the Sun*: Practice netiquette. Practice courtesy and good manners. "Be kind, for everyone you meet is fighting a hard battle" says Philo of Alexandria (sometimes attributed to Plato), and I say it, too.

10. *Yesterday*: In an online class, you can see the whole arc of the semester from the beginning, and see your own arc of understanding and knowledge and even wisdom unfold before you. You can share that with your classmates. It is made of awesome.

NEWS-FOCUSED LIBRARY



A patron, left, downloads an audiobook at the gas-pump-styled interface at the new public library in Herring, Denmark. The facility, which opened in August, was designed for delivery of information through technology rather than text. "Our main focus is on news from all over the world," said the library's manager, Tomas Hemmer-Hansen. "Each day we choose certain news items to go in-depth with and find information that we believe our users need in order to fully comprehend said news item."

News broadcasts from a variety of channels are shown on library walls (right), with devices mounted from the ceiling that limit the sound for each broadcast to a small area to not disturb other patrons. The library also features a wireless hotspot and six notebook computers available for patron use, a touch-screen that gives access to hundreds of foreign newspapers, polls on current issues, and news tickers that provide quick information to users.



TECH NEWS IN BRIEF

Expanded Domain Languages

The Internet Corporation for Assigned Names and Numbers approved October 30 a plan to allow the use of characters from Hebrew, Hindi, Korean, and other languages that do not use the Latin alphabet in top-level internet domains, the Associated Press reported October 30. ICANN expects to approve about 50 top-level domains in non-Latin characters, beginning early next year.

Twitter Translation Twitter announced November 3 that, thanks to the efforts of volunteer translators, the microblogging site is now available in Spanish.

Online Census Data... Footnote .com announced October 29 its plans to digitize and create a searchable database for all publicly available U.S. Censuses, which range from 1790 to 1930. The job will entail adding more than 9.5 million images and half a billion names to Footnote's record collection. Users will be able to add comments, photos, or documents to a person's record; create pages about individuals; and identify relatives.

...And Obituaries Tami Glatz reported October 6 at the Relatively Curious About Genealogy blog on finding obituaries online. In addition to large genealogy sites, Glatz recommended the newspaper digitization projects Icon and Ibiblio; subscription websites available free at LDS Family History Centers; and online collections available from specific religious or ethnic groups, like the Odessa Collection, which contains obituaries of Germans from Russia.

Internet Axioms The *London Daily Telegraph* collected October 23 10 of the internet's rules and laws that govern user behavior. Among them are Godwin's Law on the near-inevitability that any online discussion will eventually devolve into comparisons with Nazis; Skitt's Law observing the likelihood of finding grammatical errors in posts whose sole purpose is to point out another person's grammatical error; and Danth's Law, which states that the person who feels the need to declare himself the winner of an online argument has probably lost badly.

Laptop Lust The 10 Coolest Laptops, posted at Oddee October 10, include a million-dollar model with a diamond power button, a hand-made steampunk model, and one with an ergonomic keyboard that splits to reveal a second LCD monitor underneath.

Crowdsourced Factchecking Dispute Finder, an experimental Firefox extension from Intel Labs, identifies disputed facts online and offers links to contrasting views. The extension is powered by a volunteer-created database. Users can submit claims that they dispute ("Global warming is a hoax" and "Earth is undergoing global warming" are both in the database, for example) along with links to support their view. When an internet user with the extension installed reads a claim that is disputed, that text will be highlighted and will link to both opposing and supporting articles. "When we mark something is disputed, it does not mean that it is wrong," the extension's FAQ says.



"It just means that there are sources that you might take seriously that argue for other points of view."

New Digitization Manual Cornell University Library has released *Copyright and Cultural Institutions:*

Guidelines for Digitization for U.S. Libraries, Archives, and Museums by Peter B. Hirtle, Emily Hudson, and Andrew T. Kenyon.

The book is intended to help institutions use the internet to improve public access to their collections, while maintaining compliance with copyright law. The book is available in print or as a free download from Cornell University's eCommons (ecommons.library.cornell.edu).

Gopher Perseveres Gopher, the document-sharing protocol developed by the University of Minnesota that predates the World Wide Web, still has its backers who champion its simplicity and structure. Ars Technica reported November 4 on the commerce-free, design-free, pop-up-free Gopher world, as well as how to browse Gopher servers (Firefox supports the protocol, although enthusiasts have built extensions to improve handling).

Language Learning The MakeUseOf blog observed November 1 three simple ways to use the internet to learn a foreign language. The Transparent language learning software offers a Twitter-based word-of-the-day service, many commonly used sites like Amazon are available in foreign languages, and the BBC's Languages website offers audio and video courses in a number of languages. ■

Opening Up Library Systems

Web services and open architecture: hype or reality?

by Marshall Breeding

In the current phase of library automation, we're inundated with the language of openness. Open source ILSs have promised to give libraries more control over their software than has been possible with proprietary products. Companies that produce and provide service for proprietary products have redoubled their efforts to offer more flexibility, openness, and interoperability through web services and other application programming interfaces (APIs), which allow applications to share and repurpose data. A new front has developed in the competition among library automation alternative vendors, who are racing to open up software and allow libraries more access to their data and internal functionality.

This new emphasis on openness can be a great benefit to libraries to the extent that it actually offers new capabilities otherwise not available. Still, it's often difficult to distinguish products that fully embrace openness from those where the claims don't quite match reality.

The ILS represents one of the largest technology-related investments that a library makes. Each library brings a unique set of expectations and requirements to the table as it implements its ILS. Through a careful selection process, the library will identify the system best suited to its fundamental requirements, yet no prepackaged automation system will completely satisfy all of the nuanced needs of every library. Equipped with

an API, libraries with their own programmers have the option of creating functionality that fills in the gaps between the system as delivered and their specialized requirements.

The December 2009 issue of *Library Technology Reports* explores this issue from the perspective of both vendors and librarians through an extensive survey. Vendors such as Ex Libris, The Library Corporation, Innovative Interfaces, Polaris, SirsiDynix, Talis, and VTLS were asked questions about their products, the functionality and customizability of those products, and the applications of those products in various settings. Librarians around the country who use these products provided their own takes on how these products were working for them.

Survey findings

In broad terms, I found no glaring inconsistencies between the claims made by vendors for opening up their systems through APIs and the capabilities actually delivered. APIs that function as important tools and find use in strategic library projects have been created and documented, particularly in the ILS products used by large academic and municipal libraries.

We also note that the two open source systems lag behind proprietary systems in terms of customer-facing

APIs that result in tangible activities that extend functionality or enable interoperability. While the open source model may offer many other advantages, we see fewer APIs designed for library customer use and a much lower

level of activity among libraries executing projects that make use of this approach. Although we see many ILS products that offer extensive APIs, we found no

products that meet the ideal of comprehensive access to data and functionality through an open API. Even those with the most advanced APIs are still not fully open systems.

Library automation systems, proprietary and open source alike, compete more and more on the basis of enabling libraries to do more with their systems. That competition for openness drives the development of the technologies that enable that capability. The reality is still a bit messy. The APIs available to library programmers continue to be quirky and less than comprehensive, even from the vendors with the strongest offerings in this area. We can also tell by the information received that vendors and libraries alike see the need to make systems more open. Hopefully, a better reality will evolve over time. ■



No prepackaged automation system will completely satisfy all of the nuanced needs of every library.

MARSHALL BREEDING is director for innovative technology at the Vanderbilt University Libraries in Nashville, Tennessee.

To Boldly Go

A new Flash tool that's set on stunning

by Joseph Janes

Now I know why they call it Big Sky Country. I was up early in Bozeman and decided to take a walk outside in the predawn hours, figuring I'd see more than I could back home in a big city like Seattle. I was overwhelmed with the enormity of it—the stars, the galaxies, even a meteor trail or two, I think. Awesome, in the original sense. They have a whole lot of sky out there.

And a whole lot of interesting librarians. I was there for the Montana Academic Libraries Symposium in September, and had a splendid time (and not just because it was the 45th state I've been to). I always pick up something new when I go a-visiting, and this was no exception. I particularly enjoyed the series of shortish, 20–30-minute show-and-tells of new ideas and projects ranging from the modest and easy to the more complex.

My wowza moment, though, came when Tim Donahue, instruction librarian at Montana State University at Bozeman, got up and demonstrated a Flash tool he had developed while at Skidmore College. The simple yet elegant idea? As you mouse over stack locations on a map, the LC call number ranges and subject areas appear on the side. Neat!

Donahue discussed the tool's uses: as part of an instructional tour, obviously, but also for the circulation folks to use in training new student workers. More interesting-

ly, he also reported that students who had used the tool on their own reported that they felt more of a sense of control and understanding of the organization and layout of the library; some even said they now understood that there *was* order and sense in the arrangement of books on the shelf. (Haven't we assumed they knew that all along? Hmmm.)

This idea may be simple, but it's not easy. Donahue estimated it took him somewhere between 100

and 200 hours of effort, including conceptualizing the thing, and he noted that it would require basic to intermediate Flash skills to implement something along the same lines. Neither of those is trivial, although the potential outcome could make it a wise investment for many libraries; many students would have those sorts of capabilities, I'd imagine.

Fun: The final frontier

My favorite part, though, was Donahue's primary motivation in building this: He loves books, as do we all, each in our own way. This tool can help to share that love and to increase access to them (as well as all sorts of other materials) in a compelling and even fun way.

I couldn't help but think about ways in which this great notion

could be extended. Imagine combining this idea with, say, GPS or RFID technologies. Stir in a mobile device interface, add a pass-through to the catalog, and voilà—you have something that would lead you, step by step, right to what you were looking for. There's an app for that!

This bibliographic tricorder (it would have to make that woo-woo

sound, wouldn't you think?) would not only be super-cool, it would continue the movement toward exposing more of our valuable and

unique resources to an increasingly wider audience. And don't discount the super-cool aspect: A student asked me just yesterday why we developed MARC in the mid-'60s. I told her it's because we were technologically sophisticated professionals, and every time we reinforce that, it's to our benefit.

You'll be pleased to know I decided not to use the "sky's the limit" metaphor in closing (insert groan here), tempting though it was. Instead, I'll just say all best wishes to everyone for a great holiday, and to all of us, and our profession, live long and prosper . . . but that's another story. ■



This tool can help to share that love of books and to increase access to them in a compelling and even fun way.

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

Governing Social Media

Protect your library's brand online

by Meredith Farkas

We are living in the age of participation on the web. Social media tools like blogs, Twitter, Facebook, and FriendFeed make it so easy to connect with friends, family, and people around the world with common interests.

Chances are, some of the people you work with are using social media in their daily lives. There are currently 300 million active users of Facebook, and Twitter has become the third-largest social networking site. Many people in your community are also using these tools and they may stumble upon their librarians' profiles, blogs, or Twitter accounts.

Blurred boundaries

With online social networking, the lines blur between the personal and professional, simply because one's audience is often made up of people from various parts of one's life. My network on Facebook and Twitter consists of family, friends from childhood and college, people from my professional network, and faculty and students at my university. As a result, it's far more difficult to keep my work and private lives separate online. In a single day, I may tweet about the cute thing my infant son did and the project I'm working on for my library.

This blurring online of the divisions between professional and personal can impact organizations. When people post about work, there is a chance that what they write will impact their employer's reputation.

There have been some high-profile cases of workers whose use of social media has gotten themselves and their companies in trouble. An executive at a major PR firm tweeted a disparaging remark about Memphis while visiting the corporate headquarters of FedEx, angering his client's employees when it was discovered.

It doesn't matter at what organizational level the employee works. Domino's Pizza lost a great deal of public trust when two cooks at one franchise posted a video online showing them doing unsanitary things to food they were making and bragging that people would be eating it later.

You are your organization

While some may consider what they do online to be private, employee behavior in these spaces can reflect upon their organization. A librarian whose online communication demonstrates a passion for her work can engender the positive regard of patrons. However, tweeting about, say, problem patrons can have a decidedly negative impact and is potentially more harmful online because it's so public—and permanent.

All organizations, including libraries, should consider drafting a policy to inform employee use of social media. Such a policy provides clear guidelines for official or per-

sonal use of social media when the employee is identified as being a member of the organization. The policy can identify what kinds of in-

formation can and cannot be shared, use of the organization's e-mail address when registering on a site, and behavioral

norms in these online spaces. While employers can't control what their employees do online as private citizens, they can ask employees not to identify their employers or provide a disclaimer that their online activities don't represent their employers.

For guidance, see examples at the Online Database of Social Media Policies (socialmediagovernance.com/policies.php). Although not all of the guidelines will be applicable, many are generic enough for any setting.

While crafting a social media policy is a valuable step toward protecting your library's brand, you may also want to think about how your library represents itself online. The best way to promote and protect your brand is to have a strong presence and consistent message in the spaces your patrons frequent. ■



There have been high-profile cases of workers whose use of social media has gotten their companies in trouble.

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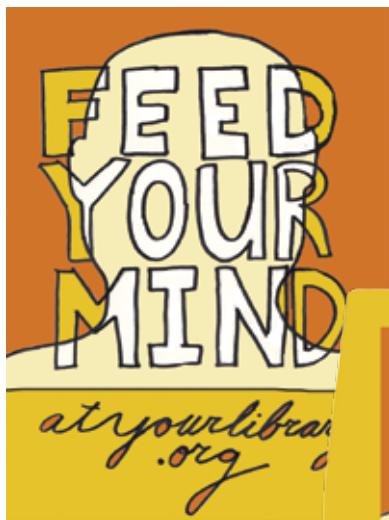
How the World Sees Us

"Were it not for libraries, there would be no safe harbor for characters and stories, nowhere for them to wait out disasters and economic storms."

AMY GOLDMAN KOSS, author, most recently, of the teen novel *Side Effects*, on the safety that libraries provide books that are remaindered, or pulled from bookstore shelves because sales are low. "Hero Librarians Save My Babies," *Los Angeles Times*, Oct. 11.

"We think of libraries as houses for books, but they're so much more. They are full of discovery and adventure and beauty and delight. For me they're full of memories. I dream of calm spaces and big chairs, and a time in the future, perhaps, when I can stand by my own daughter as she picks through the shelves, as my mother did for me. I will take her there not because I couldn't go when I was a child, but because I could."

Writer CHRISTINA ENG, "Library Love,"



Amelia Brunskill of Carlisle, Pennsylvania, won the public awareness tote bag design competition at atyourlibrary.org.

Brown Alumni Magazine, Sept./Oct.

"I'm convinced I am an excellent at-home *Jeopardy!* player today because of [my grade school's] library."

Entertainment Weekly columnist DIABLO CODY on how libraries fueled her obsession for "Sweet Valley High" books and later a movie deal. "Binge Thinking," Oct. 23.

"I envision librarians atop barricades, protecting our civil liberties, guarding our rights to privacy, and unbanning books."

Agatha Award-winning mystery novelist KATHERINE HALL PAGE on why she dedicated *The Body in the Sleigh* to librarians. "Author's Note," *The Body and the Sleigh* (HarperCollins, 2009).

"My local library . . . feels like a gloomy-Eeyore-esque dungeon."

Anchorage, Alaska, resident LAUREN DUBUISSON on city libraries there, amid cuts, closures, and furloughs the system faces. "Are Local Libraries in the Process of Checking Out?" *Anchorage Daily News*, Nov. 7.

"We were all sort of library nerds really. All of us brought up to respect reference books and all that. So we did quite a bit of reading." Monty Python's MICHAEL PALIN on how the comedy group wrote its material. From

"Libraries give a town a moral center. I don't know how we would get along without them."

Pulitzer Prize-winning author TRACY KIDDER, in an October 26 *Cohasset (Mass.) Mariner* interview.

Monty Python: *Almost the Truth, "The Ultimate Holy Grail Episode,"* 2009.

"There ya have it—four years of undergrad, two years of graduate school, and now you can spend your days picking blotter acid out of Phil Lesh's underwear from the *Blues for Allah* tour."

The *Daily Show's* JON STEWART on the master's degree requirement for U.C. Santa Cruz's Grateful Dead archivist position opening, Nov. 11.

"If school librarians aren't actively and explicitly modeling powerful uses of digital technologies and social media themselves and also supporting students to do the same, should they get to keep their jobs?"

SCOTT McLEOD, associate professor and coordinator of the educational administration program at Iowa State University, asks tough questions about the future of libraries, "10 questions about books, libraries, librarians, and schools," *Dangerously Irrelevant* blog, Nov. 3.

"It's a shame you can't puff away on your Cavendish blend and sip a fine single-malt scotch in the library anymore."

San Francisco Weekly blogger JOE ESKENAZI on the sophisticated interior design of the Harvey Milk Library in San Francisco. "Revamped Harvey Milk Library Looks Like Hugh Hefner's Crash Pad," Oct. 21. ■

Who's an Info Activist?

What if everyone had access to the sum of human knowledge?

by Anthony Molaro

On a recent Sunday evening I found myself flipping through the cable channels.

As I surfed, I landed on the USA Network, which happened to be running a brief blip on its Character Approved Awards, bestowed on characters that “are changing the face of American Culture” and who “surprise and inspire us with fresh ideas.”

The focus of this particular message was on Jimmy Wales, cofounder of Wikipedia. I leave the debate over the merits or lack thereof of Wikipedia to others. However, Wales’s goal of creating a system that gives access to “the sum of human knowledge” is a noble one that few librarians would dispute.

I was surprised to see the cable network describe Wales as an information activist, a person who is “giving the power of knowledge back to the people.” Librarians have been doing this for centuries, and few would debate the old adage that Knowledge Is Power.

“Imagine a world in which every single person on the planet is given free access to the sum of all human knowledge,” Wales said. He added that he wants Wikipedia to be a “sledgehammer to break down the barriers of censorship, of ignorance, of apathy about the state of the world.”

Are we librarians information activists? Just what is an information activist? The *Random House Dictionary* defines information as the “knowledge gained through study, communication, research, instruction, etc.” It defines activist as “an especially active, vigorous advocate of a cause.” Thus an information activist is a vigorous advocate of knowledge gained through study, communication, research, or instruction.

Another cable network recognized the type of information activist just described above, but that time it was a bona fide librarian. CNN’s Heroes for 2008 included a librarian, Ethiopian native Yohannes Gebregeorgis (*AL*, Apr., p. 23). Gebregeorgis, who was working

for an American library, was charged with the acquisition of children’s literature in foreign languages. He found that no books were written in Amharic, and that no books represented the people or places of Ethiopia, prompting him to write the bilingual children’s book *Silly Mamma*. The proceeds from the book were used to fund and create a library in Ethiopia. He also started the Ethiopia Reads program and even opened a library in an extremely poor area in Ethiopia, which provided children with their first safe place for both reading and fun. Gebregeorgis is truly an information activist.

While the USA Network’s notion

of an information activist as a “fresh idea” is not entirely true, it an inspiring idea. Librarians and the libraries they work in have always valued access to information. We have strived to remove barriers between users and information. But maybe we have let that message, that grand and noble truth, take a back seat. I don’t know if we are all information activists or not, but I believe that we should be.

Vigorous advocates

What would the world, and Libraryland, look like if we pursued vigorous advocacy of knowledge gained through study, communication, research, or instruction? How would the world view us differently if we hold this truth to be self-evident, that all persons are endowed by their Creator with certain unalienable rights, that among these is free access to the sum of human knowledge so that we may attain Life, Liberty, and the pursuit of Happiness? What would the world look like if we succeed in giving every single person access to the sum of human knowledge? How many of the world’s problems would be solved by such a movement? How much faster would knowledge grow? How much would poverty and starvation decrease? How many new technological and medical breakthroughs would occur? ■

ANTHONY MOLARO is a liaison librarian and information activist at Grand Valley State University in Allendale, Michigan, and a doctoral student at Dominican University.

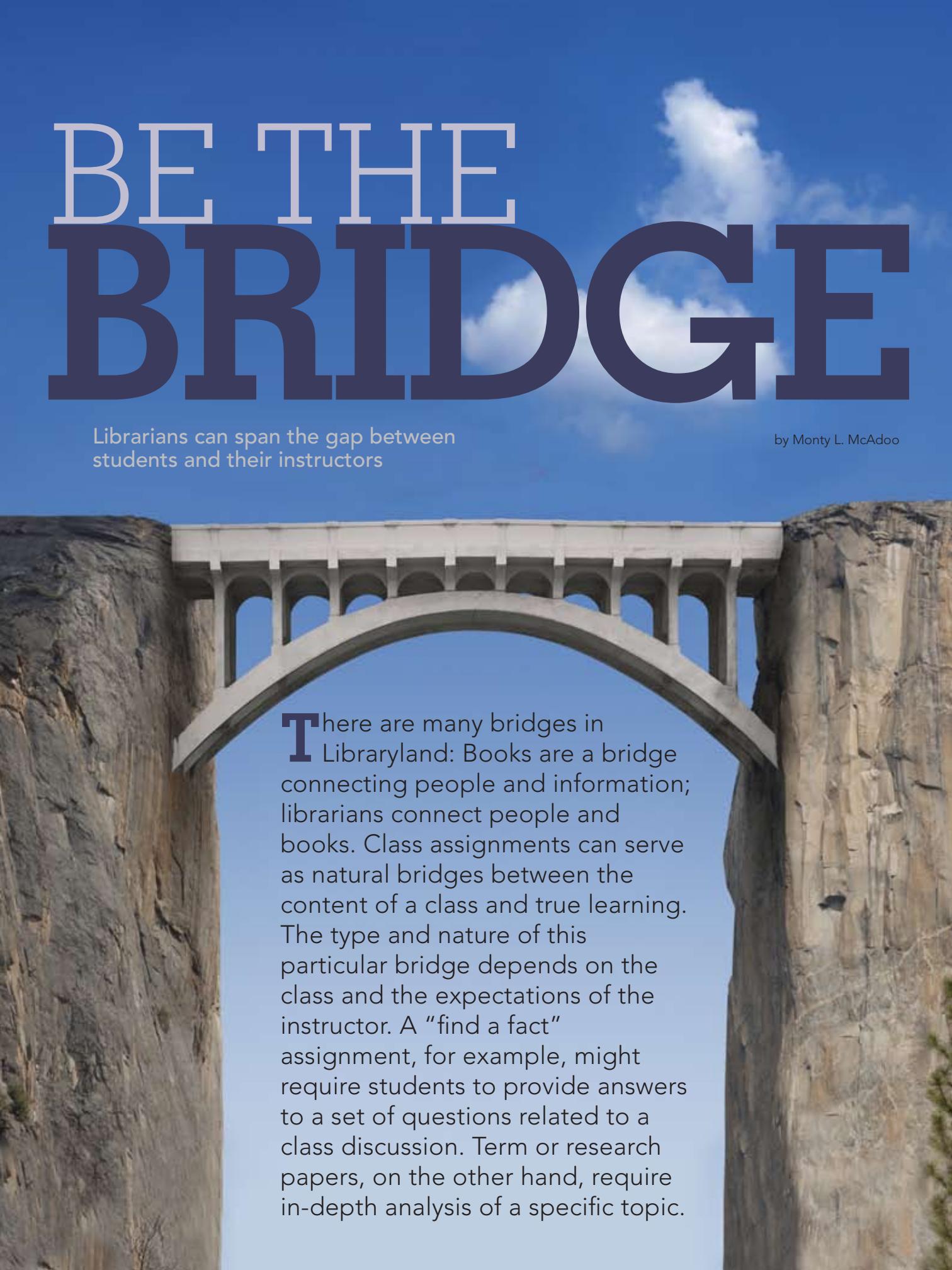


Activist is defined as “an especially active, vigorous advocate of a cause.”

BE THE BRIDGE

Librarians can span the gap between students and their instructors

by Monty L. McAdoo



There are many bridges in Libraryland: Books are a bridge connecting people and information; librarians connect people and books. Class assignments can serve as natural bridges between the content of a class and true learning. The type and nature of this particular bridge depends on the class and the expectations of the instructor. A “find a fact” assignment, for example, might require students to provide answers to a set of questions related to a class discussion. Term or research papers, on the other hand, require in-depth analysis of a specific topic.

When working with students, librarians serve as bridges as well. Librarians must often interpret an assignment in order to bridge the gap between student and instructor expectations. But even with a well-designed assignment, addressing the student's expressed needs while interpreting the instructor's expectations is often a difficult balancing act. For example, when students are told they cannot use encyclopedias, does this mean only general encyclopedias or subject-specific ones as well?

Making these sorts of decisions is all part of an academic or school librarian's daily routine; but it is not uncommon for public librarians to have to make similar judgments while working with students completing homework assignments.

Because librarians experience challenges like these on a firsthand basis, one of the most visible bridge-building roles a librarian can play is sharing these experiences and working with the instructor to create more effective assignments. Unfortunately, these collaborations do not always occur, and assignments involving the library fail. A "bridge collapse" can occur for all sorts of reasons, including misinterpreting what's expected, poor design (e.g. unclear purpose), or administrative shortcomings (e.g. a required resource is not available).

The cause and the consequences of an unsuccessful assignment are typically associated with either the instructor who created the assignment, the students to whom it was assigned, or some combination thereof. For students, some of the consequences that can result from ineffective assignments include:

- Lower grades;
- Increased anxiety over present or future assignments;
- Feelings of confusion, frustration, and self-doubt;
- Diminished quality of the final product;
- Failure to grasp the concept being conveyed;
- Inability to master the content being conveyed;
- Lowered ability to successfully participate in an information-rich society;

Ineffective assignments can also impact instructors in various ways:

- Diminished reputation in the eyes of their peers and colleagues;
- Diminished reputation in the eyes of students who may equate ineffective assignments with ineffective teaching or teachers;
- The potential for frustration when students don't complete assignments as intended;
- Lowered expectations due to the perceived inferiority of students' previously submitted work;
- Student avoidance of future courses taught by professors administering such assignments;
- The possibility that professors water down future assignments so that students "get it."

As educators prepare students for today's information-rich world, it is imperative for librarians to work more closely with instructors to develop, administer, and evaluate assignments.

Failure's repercussions

However, it is both naïve and self-defeating for librarians to think that the consequences of a failed assignment only impact students and instructors. Many librarians often have difficulty accepting the role that their distance from the assignment may have played in these failures. Abdicating responsibility is not the proper response. When we are involved in working with students completing assignments, we must be prepared to accept some level of responsibility for the consequences—good or bad.

Librarians have similar difficulties understanding the collateral damage that failed assignments can have on the library and library staff. All too often, the focus of ineffective assignments revolves around tangible consequences such as the burden such assignments place on staff, resources, and services.

Arguably, though, the most troubling consequences are the intangible ones such as the librarian being perceived as unhelpful or even incompetent. When students have difficulty completing an assignment involving the library, even if the fault lies with the assignment, the library and/or librarian who provided assistance is often faulted by association.

In the above example involving encyclopedias, let's say the librarian suggested that it was probably all right to use a subject-specific encyclopedia. If the student were to lose points on the assignment because of the use of this source, the student is likely to be reluctant to contact that librarian in the future. Academic consequences aside, the student may also tell friends to avoid that librarian and maybe even the library itself. In turn, this may create an unintentional wall with the instructor, who may believe the librarian is incompetent for misinterpreting what was intended.

As educators prepare students for today's information-rich world, it is imperative for librarians to work more closely with instructors to develop, administer, and evaluate assignments. This need seems self-evident, with benefits for all involved; yet establishing strong collaborations between librarians and instructors isn't always as straightforward as it might seem.

Four of the more common challenges to effective

collaborations are: personality, practical, perceptual, and institutional. As in any interaction, the personalities and experiences of those involved always pose challenges. Some individuals, for example, are more resistant to change than others. As a result, such instructors will be less likely to enter into discussions about changing an assignment, particularly if they believe an ineffective assignment is in any way associated with perceived incompetence on their part and/or lack of knowledge about their discipline. Other instructors may simply not feel comfortable approaching a librarian for assistance. Others still may be completely unaware of what assistance the library has to offer.

There are any of a number of practical obstacles present in nearly every collaboration as well. Professional demands on time are common. Limitations on classroom time, for example, often make it difficult to include library instruction. Even so, professors must often choose between teaching and research/publication. Individuals whose focus is on the latter will generally place a low priority on meeting with a librarian to discuss an assignment.

Perceptual problems pose a third set of challenges. These challenges are those associated with instructors' perceptions of librarians, or the perceptions librarians have of themselves. For example, the role of librarians in

the educational process is often misunderstood or overlooked by instructors. This is exacerbated by instructors who may resist sharing or even discussing elements of their courses with those outside their discipline. Conversely, many librarians believe they have a monopoly on information or on teaching students to work with it. While this is clearly not true, it is also something some librarians are loathe to admit.

Lastly, there may be institutional impediments in place blocking effective collaboration. For example, even if an instructor wants to alter an assignment, the curriculum process may prohibit an individual from doing so. On a broader scale, an institution's governance structure may make it difficult to initiate and enact changes in programs and courses, let alone individual assignments.

Cultivating collaboration

Opening the lines of communication is a critical first step in creating a more collaborative, professional atmosphere in which instructors and librarians alike feel comfortable working together. Some of the many ways librarians can develop their approachability and otherwise become more involved with instructors and the curriculum include:

- Getting involved with or starting a liaison program between the library and departments and/or classes requiring library use;
- Attending nonlibrary departmental meetings;
- Creating and participating in professional development activities for instructors about library resources and services;
- Getting involved in curriculum development at the class or departmental level.

In the end, working with students to help them effectively navigate and utilize library and information resources to complete their assignments in the intended way is a shared responsibility. Librarians have a professional responsibility to be involved with any assignment involving the library. Admittedly, the level of involvement and degree of responsibility will certainly vary from assignment to assignment. And yet, as bridge builders, the simple reality is that when a library is involved in completing an assignment, librarians *do* share responsibility for an assignment's administration and its ultimate success or collapse. ■



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in administration and leadership studies at Indiana University of Pennsylvania. This article is taken from his forthcoming book *Building Bridges: Connecting Faculty, Students, and the College Library* (ALA Editions).

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BUENA CASA BUENA BRASA

A program of rhymes and songs draws Spanish-speaking families to the library

by Betsy Diamant-Cohen and Anne Calderón

Since the early 1890s, American public libraries have opened their doors to immigrants. One of the early purposes of the public library was to help immigrants become knowledgeable, assimilated American citizens.

The rationale behind this mission was that a grasp of the English language combined with knowledge of political issues and experience with democracy would help to create informed voters. It was believed that assimilation increased social power and thus the availability of information and knowledge to the public would help stabilize the government.

Today, public libraries no longer attempt to become places where people from various backgrounds are molded together into a melting pot of typical American citizens. Instead, public libraries aim to be more like salad bowls: They strive to mix different ethnic ingredients together

harmoniously, so that the new type of American citizen will be well-informed, able to interact cohesively with others, and yet retain an individual cultural identity.

Although libraries strive to be a destination for immigrants, one difficulty faced by public libraries is how to bring them into the library. Some libraries have planned, advertised, and scheduled story times in Spanish, only to fail to draw an audience, even though numerous Spanish-speaking immigrants live in the community. The question then becomes not only “How can we serve the immigrant population?” but also “How can we attract them to the library in the first place?”





Buena Casa, Buena Brasa participants enjoy Thanksgiving at the Pratt library.

In 2006, Baltimore's Enoch Pratt Free Library entered into a partnership with the Maryland Committee for Children (MCC), a

private nonprofit organization whose mission is to improve the quality of early education and childcare. The joint goal was to provide library services to Spanish-speaking families and childcare providers with young children in the Baltimore area, in addition to reinforcing early literacy and kindergarten readiness among this population.

The library was already offering the "Mother Goose on the Loose" early-literacy program, which uses rhymes and songs to help children under age 3 get ready for reading. The program was adapted into a version for Spanish-speakers, and staff identified a branch location and purchased supplies for the program.

Because the organization facilitates training programs for early education and care providers in the Spanish-speaking community, MCC had a database of interested women with young children and had already gained the trust of the Spanish-speaking community. Therefore, when they heard that an early-literacy program would take place at the local public library and that transportation and refreshments would be provided, Spanish-speaking residents who had participated in past MCC trainings were willing to attend a session of the new program.

Warmth and friendship

Buena Casa, Buena Brasa ("Warm Home, Warm Hearth") consisted of Spanish-language songs and rhymes; some were traditional Hispanic rhymes, while others were translations of rhymes by teacher and folksong collector Barbara Cass-Beggs and standard nursery rhymes. A few English-language rhymes were included in order to expose the children to English before starting preschool. Because the Enoch Pratt Free Library offers "Mother Goose on the

Loose" programs for children from birth to 3 with a parent or caregiver in several library locations, *Buena Casa, Buena Brasa* followed the general format of a standard "Mother Goose on the Loose" program. It adhered to the structure and formula, seamlessly combining language with music, movement, art, play, positive reinforcement, and parenting tips, incorporating activities designed to promote social and emotional development.

Following the formal program, staff brought out toys for the children to play with, and the adults were given clipboards with optional participant-feedback assessments, asking questions ranging from "Why is it a good idea to bounce your child in your lap while singing?" to "Why it is important to provide your child with much positive reinforcement?"

The first *Buena Casa, Buena Brasa* session was successful yet chaotic. The parents and childcare providers were in awe of the many library services and thrilled to be part of a program designed just for them, but a handful of logistical issues and unforeseen problems arose. Few of the children seemed to know how to behave in a public space and the parents provided little direction. Although the branch where the program took place had a story time alcove in the children's room, children were running all over the library; as a result, staff spent much time running after children to prevent them from exiting the library or falling down a flight of stairs. Some brainstorming between the facilitators, however, remedied the problems. By the second visit, the purchase of a safety gate for the stairs and the rearrangement of furniture in the children's room helped to delineate the specific area for the program and minimize risk. The issues regarding adult supervision of children were quickly resolved by means of a friendly conversation with adult participants about age-appropriate behavior in children and parental expectations.

Another issue that arose in those first weeks was the need for a clear explanation of participants' interaction with the physical space of the library. Political unrest in their native countries and past negative experiences with formal authority caused several of the participants to fear people in uniform—namely, the security guards. To set the adults at ease, a security guard greeted participants at the subsequent sessions and explained that his duty was to keep people in the library safe.

Also, few adults understood the concept of a public library. *Buena Casa, Buena Brasa* adults were taken to the circulation desk, introduced to the staff, and guided through the library card application process by a Spanish speaker. A Spanish-language tour of the branch showcased videos, Spanish-language newspapers and books, and reference resources. Another week, the group was escorted to the reference desk where they observed a prepped interaction with the reference librarian, demonstrating

the wealth of materials available and the assistance of the reference librarian.

Adults were chatting with each other by the end of the very first *Buena Casa, Buena Brasa* program, a sign that positive and enriching social interaction was taking place. Perhaps it was the warm atmosphere or the fact that they felt more connected after applauding when a child succeeded in pulling Humpty Dumpty down off his wall; regardless of the reason, certain barriers broke down. This was not a one-time occurrence; the friendly atmosphere continued to develop. By the end of the first year, parents and care providers were making play dates with each other's children and meeting outside of the library.

Running this group was a joy for both the librarian and the MCC facilitator. They watched with delight as the children quickly learned how to behave in public settings, as parents became more confident in their role as their children's caregivers and teachers, and as adults and children enjoyed shared moments over a good book. Changes observed included gentler discipline techniques, increased use of library resources, clearer setting of boundaries, and age-appropriate expectations.

Inciting interaction

Parents and care providers often talked about the positive changes in their lives. Roxana, childcare provider and mother of a 3-year-old, said, "*Buena Casa, Buena Brasa* helped me learn about my child's development. Now I have an idea of how to help him get ready for school. It's also been good for me to find out how I'm going to guide him. I've learned to share ideas with different parents." Like other parents, Pastoriza noticed behavioral changes in her 2-year-old son. "Before *Buena Casa, Buena Brasa*, I'd tell him to put away his toys and he wouldn't do it. But now we sing the 'Toys Away' song that we learned at *Buena Casa* and he'll put his toys away without problems."

Eventually the program moved to the Pratt library's new Southeast branch, where it continued to expand. English-speakers began to attend the weekly program, and immigrants from non-Spanish-speaking countries also became regulars. One week, an English-speaking mom asked if one of the Spanish-speaking participants would do a trade with her; "If you read a book in Spanish to my child," she offered, "I'll read one in English to your child." As soon as this started, other program participants made similar arrangements. This led to the breaking down of barriers between Spanish-speaking and non-Spanish-speaking adults.

It would be an understatement to say that *Buena Casa, Buena Brasa* has been a success. In November 2007, some of the moms approached the MCC facilitator and requested a Thanksgiving celebration in the library. "We have not celebrated Thanksgiving before and our best friends are our library friends," they said. Although it was only two

The question becomes not only "How can we serve the immigrant population" but also "How can we attract them to the library in the first place?"

weeks before Thanksgiving, the *Buena Casa, Buena Brasa* session during the holiday week culminated with a potluck Thanksgiving banquet attended by more than 40 people. Rice and beans, enchiladas, and fried plantains were on a smorgasbord along with a Middle Eastern rice dish, a Chinese selection, a turkey with stuffing and cranberry sauce, and numerous pumpkin pies.

The group, which by now had grown to include native English-speakers and immigrants from other countries, shared food, laughter, and song. English-speaking parents were holding Latino babies, and Spanish-speaking moms chatted with English-speaking toddlers. There was no wall dividing the families from different cultures. At the end of the luncheon, everyone sang a Thanksgiving song and gathered for a group photo. The sense of community within the group was evident to all present.

These days the public library is widely touted as a place where democracy is strengthened by giving people equal access to technology through free computer use and training. We believe that the library also shows its strengths through personal relationships and programming. Through *Buena Casa, Buena Brasa*, the library has developed a core of new Spanish-speaking users. A new generation is growing up with the public library as an integral part of their lives. Adults have learned computer skills, know where to go with questions and to borrow free materials, and have expanded their participation in public life. Although they still may not be fluent in English, their discomfort at interacting with English-speakers is gone. They have been empowered through their positive association with an American institution. ■



BETSY DIAMANT-COHEN (left) is creator of the "Mother Goose on the Loose" early-literacy program. She holds a master's in library science from Rutgers University and a doctorate in communications design from the University of Baltimore. Her book *Early Literacy Programming en Español: Mother Goose on the Loose Programs for*

Bilingual Learners will be published by Neal-Schuman in 2010. ANNE CALDERÓN is a PhD student in Spanish linguistics at Georgetown University in Washington, D.C. Her focus is second-language acquisition and her research interests include attention, awareness, and corrective feedback.

Beyond Books and Bullets



One librarian's personal account of learning new leadership skills during a deployment in Iraq with the Army National Guard

by George J. Fowler

One day in 2007 I am head of the Systems Department at the University of Arkansas Libraries in Fayetteville. The next, I am two weeks away from a 13-month deployment to Iraq with the Arkansas Army National Guard. It really wasn't that I thought it couldn't happen; I just thought it wouldn't happen at that time and with such short notice. That was my first management lesson from the deployment—opportunities do not always come when you expect them, how you expect them, or with much warning.

Throughout my dual-career professional life, I have noticed that many people in the military world are surprised that I would also be in the library world and vice versa. People seem to think only of the bullets and the books and that the two professions are incompatible. But I consider them both service professions, even if the respective tools they use to serve the public vary greatly.

Now that I'm home and back at work, I consider any challenges that come my way with an entirely different perspective. Coping with and even leading through change is definitely a skill that my deployment to Iraq improved in me. What other tools could I possibly have brought back to librarianship from leading 31 soldiers through a deployment that lasted more than a year?

Well, the first thing I learned was that I was not irreplaceable at work. Not to say that they didn't miss me, but the library didn't fall apart without me. The rest of the learning opportunities can be encapsulated by the seven Army Values taught to all soldiers, carried in their wallets, and worn around their necks along with their identification tags: Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage (LDRSHIP). These values have guided me since my return, and I want to share them with you. They help me strive to be the best librarian, supervisor, and employee I can be. Although someone's life may not literally depend on my performance, their livelihoods and ability to do and enjoy their work may.

Loyalty

You may think that your boss's idea or plan is not what is best for your library, but being loyal means that you discuss your concerns with your supervisor in private while publicly showing support. Own the idea to your subordinates; do not pass that responsibility to your boss.

While in Iraq, I was responsible for six guard towers along the busiest portion of the perimeter of my base. My commander wanted to modify the towers in such a way as to, in my opinion, be openly aggressive toward the local population. I talked with him in private and explained my concerns, knowing how strongly he felt about it. I didn't change his mind, but I publicly supported his decision to go ahead with the modifications. I was loyal to my soldiers in fighting for their safety while also being loyal to my commander by not undermining his authority. It was important.

Duty

Do what you rightfully have to, regardless of how you feel about it.

I did not want to go to Iraq, for many reasons, but I went because it was my duty. It was hard to stay focused on all the good things we were doing, when how we did it and why we did it often seemed bizarre and nonsensical. So I had my soldiers concentrate on their individual drills and routines and daily duties. It was a very political environment; with



As librarians, we may be put in uncomfortable positions regarding our personal beliefs and the values embodied in the Library Bill of Rights. It may be easier to let our values slip, but it is our duty to uphold them.

many "leaders" choosing to please their commanders to further their careers over leading their soldiers. They did it their way, and I did it mine. I fought the stupidity with private conversations with a couple close peers and we commiserated.

As librarians, we may be put in uncomfortable positions regarding our personal beliefs and the values embodied in the Library Bill of Rights. It may be easier to let our values slip, but it is our duty to uphold them.

Respect

Punish subordinates, peers, superiors, patrons, and yourself in private; praise in public. When my battalion commander (my boss's boss) and command sergeant major came to one of my platoon meetings, they publicly praised two of my soldiers for performing their jobs admirably during their shift. That was respect.

My military specialty was finance, so I was tasked with helping an Iraqi transportation regiment resolve their finance problems, which ranged from having to transport \$250,000 USD equivalent in cash from Baghdad to their base to not accurately accounting for their soldiers – their numbers were always higher than mine. Almost all of the problems were leadership problems, so I addressed them with their leadership in private and never in front of formations. It was hard enough to get the Iraqi soldiers to show up every day without publicly humiliating them or their leaders and destroying their morale.

Working in the library's IT department is not a glorious job; most of the attention we get is when something goes wrong. That means it's critical for me, as the head of the department, to praise my staff in front of their library peers for all the good that they do, while handling any negative issues in private.

If you look beyond the bullets and the books, we are all here to serve the people.



Selfless Service

Leaders should always have it much harder than their subordinates—and not just by working longer hours.

Not only should leaders have a good understanding of what everyone directly under them does and at least a rough idea of what their second-level subordinates do, but they should also know their boss's job. It is the leader's responsibility to make subordinates' jobs as easy as possible, particularly because the subordinates usually have the dirtier, messier, or less glamorous duties.

Working a minimum of 16 hours a day, every day, for seven months straight gave me the dedication and focus to accomplish so much more than during a short eight-hour day or a five-day work week.

As an officer, I found that many aspects of the job were less than enjoyable—negative counseling, paperwork, taking responsibility for problems with my subordinates—

but there was no avoiding them. That is one of the most important aspects of leadership: accepting responsibility for your subordinates' mistakes and passing the accolades on to them.

Honor

My soldiers didn't always like me, but I always tried to lead by example, living an honorable life. I did my best to exemplify the seven LDRSHIP values, not only to show my soldiers how, but also because I wanted to be able to live with myself at the end of the day.

In the undeniably cushier librarian profession, the path of honor may not be as distinct, but we are all provided countless opportunities daily to be honorable—or not.

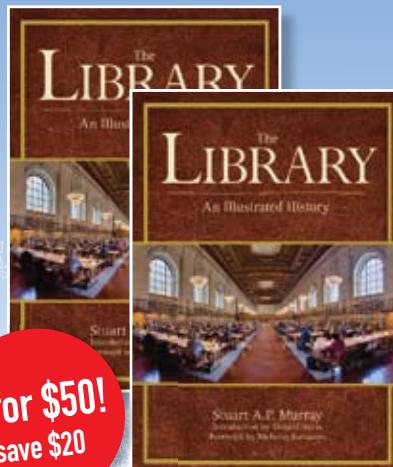
Integrity

Standards and expectations must hold everyone (yourself included) accountable for their actions, particularly when no one is watching. The path of least resistance is rarely the right path to take, and, as leaders, it is our responsibility to determine the right path and lead our subordinates down it. Gossiping, denigrating others, or lowering your standards makes everything worse. At the end of the day, you have to live with yourself.

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Personal Courage

Courage means doing what you know is right, regardless of the consequences. You don't have to be self-righteous about it, and don't even have to publicize it. Just do it. Often, doing what is right can mean enforcing unpopular standards, rules, and regulations. It can also mean being yourself when all the pressure is to conform to the majority.

In Iraq, the closest I ever came to real personal danger involved the fact that I slept 300 meters from the guard towers, which were just a main highway away from a busy shopping complex. One morning we actually had a car blown in half in the shopping center. The concussion from that was enough to wake everybody up and rattle the building. There was always the high threat of indirect fire, like mortars. It's surreal to think about the things we had to face each day.

Do I have any regrets about the way I led my troops in Iraq? Certainly. Highest among them is that I caved in too much to what my commanders wanted instead of sticking up for my soldiers. There were a lot of instances when we would get equipment in the guard towers that wasn't functional. How can you sit in a tower all night with night-vision goggles that don't work? I would bring it up, and my



The author (center left, left on facing page) with his platoon in Iraq (group shot p.45).

superiors would say they were going to address it but they never did. This was about security for my soldiers and the entire base, and the fact that nothing was done about those goggles left a bad feeling with the soldiers—the feeling that nobody cared.

We need to be, and to develop, leaders in libraries at all levels, and it is incumbent on all of us to lead well. I could list numerous examples of poor leadership, especially my own. Examples of great leadership are less abundant, but they are the examples we should concentrate on.

If you look beyond the bullets and the books, we are all here to serve the people. Leaders lead best by example, and I have learned the most effective methods of doing this from the army. ■



GEORGE J. FOWLER is the head of the Systems Department at the University of Arkansas in Fayetteville. He served four years of active duty in the army from 1991 to 1995 and rejoined the military in 2002, serving in Iraq in 2007–08. He received his MLS from the University of North Texas in 1998.



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Reading Lets Teens Travel out of This World

From Project Runway and a food drive to anime conventions and character days, teens at more than 4,000 U.S. libraries celebrated Teen Read Week, October 18–24, with the theme “Read beyond Reality @ your library.”

ALA’s Young Adult Library Services Association, sponsor of Teen Read Week, extended the celebration by announcing World Wrestling Entertainment’s WrestleMania Reading Challenge, which encourages students in grades 5–12 to read one item a week and keep a log through January 19, 2010.

Finalists will win airfare, hotel accommodations, and tickets to WrestleMania XXVI in Phoenix for themselves and a parent or guardian. The winner’s school library will receive \$2,000. Finalists will then compete in the reading challenge finals, and three winners—one each in three age categories—will get ringside seats at WrestleMania XXVI. World Wrestling Entertainment superstars John Morrison and Kofi Kingston and divas Nikki and Brie Bella are this year’s spokespersons. For more information, visit www.ala.org/teenread.



Teens from Newport News (Va.) Public Library System’s Pearl Bailey branch competed in teams of two in a Project Runway event to create original outfits from plastic trash bags and duck tape.



Teens check to see if their berries are edible at the University of Northern Iowa’s Rod Library during the Cedar Valley Hunger Games and food drive based on *The Hunger Games* by young adult author Suzanne Collins. Student teams went through a series of battle stations and performed physical and information literacy skills tasks. The event was a collaboration between the Rod Library, Cedar Falls Public Library, and Waterloo Public Library.

Anime and manga enthusiasts stand in to enter the Cosplay Contest at Tulsa (Okla.) City-County Library’s Anime Mini-Con. The event, held at the Hardesty Regional branch, was part of Teen Read Month in Oklahoma. A total of 300 teens participated. Other events included a martial arts demonstration, a manga library and art contest, and an anime viewing room.



Kelly Evans portrays Ryuk from *Death Note*, the Japanese manga series created by writer Tsugumi Ohba and manga artist Takeshi Obata, at Melissa (Tex.) High School. She participated in the “Come Dressed As a Character Day” during one of several Teen Read Week events.

Record Crowd in Charlotte Rallies for School Libraries

A record-breaking 3,950 school librarians, educators, exhibitors, and guests attended ALA's American Association of School Librarians (AASL) 14th National Conference November 5–8 in Charlotte, North Carolina, complete with preconference workshops, tours, programs, author events, and more than 200 exhibiting companies.

In her opening session address, danah boyd, called the “high priestess” of networked social media and an internationally recognized authority on online social networking sites, said school librarians can play a crucial role in “keeping the digital doors open to help young people think about learning beyond the classroom. Digital media makes visible what is going on in the everyday lives of children and that’s not always pretty.”

A turbocharged day

Best-selling author James Patterson keynoted a special general session, “Turbocharge Your Day with James Patterson!—Read Kiddo Read! Parents and Librarians Band Together to Make Kids Lifelong Readers.”

“It’s time for librarians to start making a lot more noise,” Patterson told the packed crowd. “School libraries are not a luxury, they are a necessity.”

Patterson has launched the website ReadKiddoRead.com to help parents, teachers, and librarians find books that will appeal to kids at all reading and interest levels.

San Fernando, California, high

school social studies teacher Marco Torres served as closing session keynote speaker. He is also a filmmaker and author of a wide variety of digital content. He talked about the use of media in getting children to learn.

Authors Charles R. Smith Jr. and Laurie Halse Anderson generated laughs and cheers at the Author Banquet. Smith mixed in presentations of his poetry as he talked about his experiences in writing, photography, and sports and how he used them in creating children’s books. Because the library “saved my life,” Anderson was adamant about her opposition to book banning, calling it “a profoundly un-American activity. Libraries are a holy place, a sanctuary—saving lives, saving our country, and changing the world for the better.”

Other authors who appeared at the conference included Sarah Brannen, Stephen Chbosky, Linda Sue Park, and Richard Peck.

The Partnership for 21st Century Skills, of which AASL is a member organization, released the 2009 update of its *Milestones for Improving Learning and Education Guide for 21st Century Skills*, a hands-on tool designed to help districts and schools evaluate their integration of 21st-century skills into current and future practice.



Conference attendees enjoy a closing reception at the Public Library of Charlotte and Mecklenburg County's ImaginOn.

AASL also made a concerted effort to reduce the conference carbon footprint. To reduce paper waste, the conference’s virtual component, “b there—Your Virtual Track Pass” at www.ala.org/aasl/bthere housed all session materials, and will hold-speaker resources online for all registrants for a full year.

In addition, the conference featured signage printed on recyclable materials and printed with eco-friendly inks, as well as eco-friendly conference bags. Surplus promotional items and books from exhibitors were donated to local charities.

The closing celebration brought more than 1,200 attendees to the Public Library of Charlotte and Mecklenburg County’s ImaginOn, the Joe and Joan Martin Center for youth.

Read more conference coverage at www.ala.org/insidescoop.

The next AASL conference is slated for October 26–30, 2011, in Minneapolis, Minnesota. —P. A.G.

ALA Executive Board

Fiscal Year 2009 ends better than expected; budgetary caution urged for next two years

Cost-cutting measures, including staff cuts and furloughs, taken to ward off an anticipated \$1.6-million deficit, have resulted in a better-than-expected end-of-FY2009 financial picture for ALA, Treasurer Rod Hersberger told the Association's Executive Board during its fall meeting October 23–25 at the Association's Chicago headquarters. He said third-close results revealed \$384,000 in net revenue and, pending additional adjustments, total net revenue for the year will be about \$500,000 on a \$27-million budget (Executive Board Document #14.2).

With that positive news, the board approved several budget actions from the Finance and Audit and the Budget, Analysis, and Review committees: a one-time staff organizational incentive of up to \$200,000 to partially offset the salary loss of furloughed staff (*AL*, May, p. 12), with the balance directed to the Board Designated Reserve Fund; allocating \$250,000 in FY2010 from the Board Reserve Fund for 2010 initiative projects; and recognizing and commending staff on their initiative, commitment, and dedication to solving FY2009 financial issues (EBD #14.2). The board also approved a final FY2010 budgetary ceiling totaling \$64 million that includes the elimination of 9.6 staff positions, reduced dues revenue targets, incorporating

approved grants received after Annual Conference, and modified division budgets. (EBD #3.1).

"We are expecting two very difficult years and we're going to need to manage very carefully," Executive Director Keith Michael Fiels warned. Because of the timing of upcoming division conferences, Fiels said, another \$1 million budget drop is anticipated for FY2011, but FY2012 should be stronger, with economic recovery and with the Public Library Association (PLA) and American Association of School Librarians national conferences.

Senior Endowment Fund Trustee Dan Bradbury reported that the endowment is back up to nearly \$28 million as of September 30 (EBD #13.0). "That compares to our high time in 2007, when we were at \$31,221,000," he noted.

In other actions, the board approved site locations for PLA's next two conferences—Indianapolis, March 11–15, 2014, and Denver for the division's 16th national conference April 5–9, 2016 (EBD #12.2); and forwarded to Council FY2010 programmatic priorities for approval at the 2010 Midwinter Meeting in Boston (EBD #12.6).

President Camila Alire presided. Other board members present were: Immediate Past President Jim Rettig, Diane R. Chen, Joseph M. Eagan, Patricia M. Hogan, Em Claire Knowles, Charles E. Kratz Jr., Stephen L. Mat-

thews, Larry Romans, and Courtney L. Young. Vice-President/President-elect Roberta A. Stevens was unable to attend. —P. A. G.

ALA-APA FY2009 ENDS WITH DEFICIT

The Executive Board, convening as the ALA-Allied Professional Association board, approved an FY2010 budgetary ceiling of \$183,882 in anticipation of net revenues of \$80,188 (APABD #3.5).

According to unaudited FY2009 year-end results, ALA-APA suffered a net revenue operating deficit of around \$15,000. "It puts ALA in an unusual situation of APA being in a deficit beyond the [ALA] loan," said Treasurer Rod Hersberger.

"We've done some pretty dramatic trimming in terms of staffing," Executive Director Keith Michael Fiels said, assuring the board that the revenue and expenses would be brought into balance for 2010.

There was a sense of hopefulness about the Library Support Staff Certification program, which will launch in January, said ALA-APA Director Jenifer Grady.

"We do need to provide certification," Fiels said of the LSSC program, and "if this particular business model doesn't work out, we will then look at some alternative means of doing that."



Read more about it at www.ala.org
Click on About ALA, then Officers & Executive Board.

Patterns of Best Practice

Librarians help teens make tight-knit connections

by Jennifer Burek Pierce

One of my quietly treasured possessions is a 20-year-old pair of hand-knitted socks.

Lest you think I've suddenly gone Dobby on you, let me explain: These plain white socks, made of admittedly *déclassé* acrylic rather than all-natural wool, are the last pair my grandmother gave me. This well-worn footwear marks the end of a tradition, as my youthful winter wardrobe featured socks my grandmothers made as they sat together in the evening, talking in Polish and knitting.

So I come by my interest in knitting honestly, if rather late, having missed the initial *Stitch 'n Bitch* craze and most of its immediate sequels. Long before I took needles in hand, knitting became cool with libraries' teen groups, prompted by works like Shannon Okey's *Knitgirl* and Wegner, et. al.'s *Teen Knitting Club: Chill Out and Knit*. Okey, who wrote an article in the Spring 2005 *Young Adult Library Services* and hosts a page for librarians at knitgirl.com, notes knitting's potential for fostering the sorts of social connections and skill building that library programs for teens aspire to create.

Knitting-mania endures in many librarians' repertoires for engaging teens. Among the knitting programs and clubs hosted by and thriving at libraries, one that links fiber craft and philanthropy takes place at the East Valley branch of the Escondido (Calif.) Public Library.

There, Youth Services Librarian

Joanna Axelrod revitalized a teen knitting group sponsored by the Friends of the Library by extending its service outreach. Now known as Crafty CATS (short for Community Action Teen Service), these young people knit for others, including babies at the local Palomar Hospital. During Mother's Day week, they distribute knitted caps for newborns, board books, and literacy materials for parents, according to branch manager Jeff Wyner.



Knitting fosters the sort of social connections and skill building that library programs for teens aspire to create.

Heart-warming work

"Knitting is promoted here purely as a service project," Wyner said. A knitter himself, he has worked with the Crafty CATS, which has been around for at least five years. Wyner estimates that the library Friends' support of the group comes to approximately \$200 per quarter. Axelrod said that library staff members with crafts interests also donate supplies that teens turn into hats for chemotherapy patients at the regional cancer center or little blankets called "snuggles" for animals at the local humane society, where teens were given a tour and learned about more volunteer opportunities.

These young Californians also receive credit toward a community-service requirement for high school graduation. The arrangement is simple: The only paperwork is librarians'

signatures confirming the time teens spend knitting at the library. "They're not doing this for themselves," Wyner said of the adolescents. "They're doing this for the community." The activity is popular, with word-of-mouth encouraging teens to participate and coverage by local

media promoting their work to the larger world. "They really love it. Crafts are really hot right now with teens," Axelrod observed.

Okey confirmed Axelrod's sense of young people's enthusiasm. When Okey shares her skills with young people at the library, their energy bubbles forth: "The younger the audience, the more I get 'Hey, look at my knitting!' comments from the crowd. It's adorable when you see how proud they are of their work."

She also articulated a deep connection to libraries that springs from her childhood. "So many libraries are strapped for cash that it's delightful to be able to give back. . . . I benefited so much from libraries when I was young, and I believe more than ever that they are a valuable and vibrant part of the community."

With craft, libraries can pattern a legacy of connection. ■

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.

Currents

■ **Katherine Allen** has been named librarian for the Andersen Horticultural Library at the University of Minnesota Landscape Arboretum in Chaska.

■ **Stu Baker** has been appointed associate university librarian for library technology at Northwestern University in Evanston, Illinois.

■ Syracuse (N.Y.) University appointed **Tina Chan** as a Learning Commons resident librarian September 16.

■ **Anne Crawford** has joined the Ponte Vedra Beach branch of St. Johns County (Fla.) Public Library as youth services librarian and assistant branch manager.

■ Newport News (Va.) Public Library System has named **Lisa Crisman** family and youth services coordinator.

■ May 12 **Todd Fenton** joined the University of Minnesota's Health Sciences Libraries in Minneapolis as manager of InfoNOW.

■ **David Fernández-Barrial** has joined the National Library Service for the Blind and Physically Handicapped at the Library of Congress in Washington, D.C., as foreign language librarian.

■ **Jim Johnston** retired as director of Joliet (Ill.) Public Library in October.

■ **Meredith Kahn** has been appointed art and architecture research and instruction librarian at the University of Colorado at Boulder.

■ **Kathleen A. Keefe** is now director of learning resources and special projects at Westmoreland County (Pa.) Community College.

■ September 21 **Yolanda Koscielski** became liaison librarian for criminology, engineering, and computer science at Simon Fraser University Library in Burnaby, British Columbia.



Tina Chan



Lisa Crisman



David Fernández-Barrial



Clara Russell



Fantasia Thorne

■ **Jason LeDuc** has been named director of U.S. sales for Counting Opinions in Toronto, Ontario.

■ **Jude Long** retires in December as manager of the Morro Bay branch of San Luis Obispo County (Calif.) Library.

■ Effective January 2010, **Wen-ying Lu** has been appointed associate professor and continuing resources cataloger at the University of Colorado at Boulder.

■ The University of Minnesota in Minneapolis has appointed **Kristen Mastel** outreach and instruction librarian and liaison to the College of Continuing Education and Extension.

■ **Connie Kearns McCarthy** has announced her retirement as dean of university libraries for the College of William and Mary in Williamsburg, Virginia, effective June 2010.

■ The University of Maryland in College Park has named **Lara Otis** as geographic information services and maps librarian.

■ **Glen Phillips** has been

named library director at Georgia Military College in Milledgeville.

■ September 8 **Shane Plante** became liaison librarian for mechatronics, computing science, business, and science at Simon Fraser University in Surrey, British Columbia.

■ In October **Jacque Ross** retired as children's librarian at C. E. Brehm Memorial Library in Mt. Vernon, Illinois.

■ **Clara Russell** was promoted to director of Fort Bend County (Tex.) Libraries October 6.

■ **Marianne Ryan** has joined Northwestern University in Evanston, Illinois, as associate university librarian for public services.

■ **C. James Schmidt** has announced his retirement as professor at San Jose (Calif.) State University's School of Library and Information Science.

■ **Jane Simpson** retired as library director at Georgia Military College in Milledgeville in June.

■ July 31 **Nancy Sims** was appointed copyright program librarian at the Uni-

CITED

■ **Sharon K. Epps**, head of access services at the University of Maryland in College Park, won the 2009 Johns Hopkins University Press Award for best article in *portal: Libraries and the Academy*.

OBITUARIES

■ **Mark Bard**, 26, information technology analyst for ALA's Office for Information Technology Policy, died September 11 of injuries sustained in an October 1, 2007, car-pedestrian accident.

■ **Keith Doms**, 89, ALA president in 1971-72, died September 26. He held administrative roles in public library systems in Concord, New Hampshire; Midland, Michigan; Pittsburgh; and Philadelphia, and became executive director of the Urban Libraries Council in 1987. Doms also served as president of the Pennsylvania Library Association, the International Association of Metropolitan Libraries, and Beta Phi Mu, as well as on the board of ALA's Freedom to Read Foundation and the Online Computer Library Center.

■ **Margaret R. "Peggy" Grimm**, 75, librarian at Newark (N.J.) Public Library until her 1984 retirement, died October 29.

■ **Robert Hallett**, 60, longtime librarian in the Baltimore County (Md.) Public Schools, died of leukemia October 19. He was known for his alter ego, the Red Reader, who hosted a motivation-

al reading show on the district's TV station.

■ **Paul B. Kebabian**, 92, director of libraries at the University of



Paul B. Kebabian

Vermont in Burlington until his 1982 retirement, died October 13. He also worked as a librarian at Yale

University in New Haven, Connecticut; New York Public Library; and the University of Florida in Gainesville. Kebabian was part of a group of library directors working to increase regional cooperation that led to the formation of NELINET.

■ **Rochelle Lee**, 86, librarian for 36 years at Chicago Public Schools' Arnold, Disney Magnet, and Mayer schools, died October 10 after a stroke. In retirement, she founded the Boundless Readers program, which now works with 400 elementary school teachers in Chicago to help them build their classroom libraries.

■ **Lucile E. Roemer**, 99, chief librarian at Duluth (Minn.) Public Library from 1963 until 1972 after stints at the University of Minnesota in Minneapolis and the state

Department of Education in St. Paul, died of congestive heart failure October 7. She was also the first woman elected to Duluth's city council in 1956, and in 1959 became the first woman to run for mayor of a major city in Minnesota.

■ **Knute Seeborn**, 61, director of Morris County (N.J.) Library for 14 years until his 2005 retirement, died October 5. He is credited as a moving force behind a \$9-million library expansion and renovation that was completed in 2000.

■ **Rev. John J. Shellem**, 83, who served for 20 years as a librarian at Cardinal Dougherty High School in Philadelphia; Cardinal O'Hara High School in Springfield, Pennsylvania; and St. Charles Borromeo Seminary in Wynnewood, Pennsylvania, died October 21 of a heart attack.

■ **Nathan Snyder**, 65, bibliographer and cataloger at the University of Texas at Austin's Perry-Castaneda Library for 27 years, died of a brain tumor October 25. He built the library's renowned Judaic collection and the university's Schusterman Center for Jewish Studies dedicated its library to him in May.

versity of Minnesota in Minneapolis.

■ August 3 **Lora L. Smallman** became information services librarian at Heartland Community College in Normal, Illinois.

■ **Mary Soucie** has been appointed director of Three Rivers Library District in Channahon,

Illinois.

■ Georgia Military College in Milledgeville has promoted **Dylan Stephens** to electronic resources librarian.

■ **Fantasia Thorne** joined Syracuse (N.Y.) University as Learning

Commons resident librarian September 1.

■ August 3 **Jan Voogd** became director of Provincetown (Mass.) Public Library.

At ALA

■ November 2 **Eve Gaus**

joined the Young Adult Library Services Association as program officer for continuing education.

■ **Jon Stahler**, manager of web services for the Association of College and Research Libraries, left ALA October 22. ■

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

Librarian's Library

Bibliomania

by Mary Ellen Quinn

John Gilkey was delighted to tell his story to journalist Alison Hoover Bartlett, and the result is *The Man Who Loved Books Too Much: The Story of a Thief, a Detective, and a World of Literary Obsession*. Gilkey loved rare books

in particular. Beginning when he attended an antiquarian book fair in 1997 and used bad checks to acquire three first editions, he fed his obsession, paying with stolen credit card numbers and undeterred by frequent prison stints. As much as this is a story about

Gilkey's love of books, it is also a story of the pleasure he got from outwitting book dealers. And it's the story of Ken Sanders, dealer and "bibliodick," who makes it his personal mission to bring Gilkey's

career to a halt. The unrepentant Gilkey explains his thievery as settling the score with "unfair" dealers who charge too much—or in-

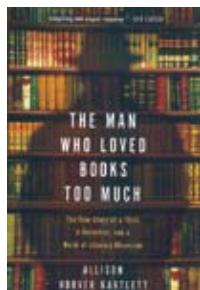
deed, anything at all—for the books he covets.

INDEXED. 373P. \$24.95 FROM RIVERHEAD BOOKS (978-1-59448-891-7)



As much as this is a story about

John Gilkey's love of books, it is also a story of the pleasure he got from outwitting book dealers.



Mash Market

New Web 2.0 tools offer all kinds of possibilities for libraries, and editor Nicole C. Engard (author of the blog "What I Learned Today") and various contributors look at some of

those possibilities in *Library Mash-ups: Exploring New Ways to Deliver Library Data*.

Though at first glance the book might seem daunting if you're not a tech expert, it offers a range of ex-

NEW FROM ALA

Talk may be cheap, but it can have a big impact.

Even if your marketing budget has been slashed you can still do effective marketing with word-of-mouth, or "talking with a purpose." That's the idea behind *Building a Buzz: Libraries and Word-of-Mouth Marketing*. Experts Peggy Barber and Linda Wallace show how powerful word-of-mouth can be in not only building usage and support but also energizing staff. Based on a training project, the book offers real-life examples from 15 libraries that participated in the project and put the ideas to work.

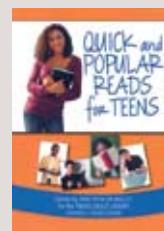
INDEXED. 108P. PBK. \$45 (978-0-8389-1011-5)



Librarians who work with young adults are familiar with the Young Adult Library Services Association's two lists—Popular Paperbacks for Young Adults and Quick Picks for Reluctant Readers. Now, a decade's worth of titles from each list have been compiled in *Quick and Popular Reads for Teens*, edited by Pam Spencer Holley. The annotations have been rewritten "to offer more descriptive help for librarians."

In addition to the lists, the book offers chapters on teen readers, teen services, and the committees that put the lists together each year.

INDEXED. 224P. \$45 (978-0-8389-3577-4)



You may have heard about how some public libraries are going Dewey-free. In *Magic Search: Getting the Best Results from Your Catalog and Beyond*, Rebecca S. Kornegay, Heidi E. Buchanan, and Hildegard B. Morgan offer a fresh perspective on LC, not by throwing it out, but by using it in a more creative way. The key is understanding the subdivisions, and we are taken on a tour of the 467 "best-performing" ones.

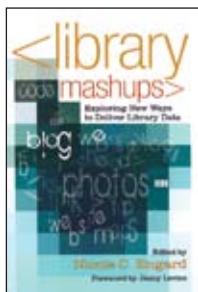
This might not sound like fun, but the authors manage to make you want to go straight to the nearest OPAC and start searching.

INDEXED. 112P. PBK. \$45 (978-0-8389-0990-4)

ROUSING READS

SINGING THE MIDLIST BLUES

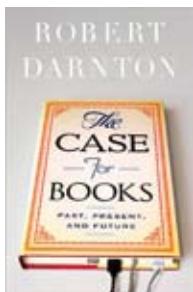
amples, from mashups that are “as simple as filling in a form and copying some code” to those that require programming skills. Many already have a passing acquaintance with Delicious, Flickr, Google Maps, and LibraryThing, and it’s useful to read about



ways that libraries are integrating these and other Web 2.0 services and tools into their websites and catalogs.
INDEXED. 334P. PBK. \$39.50 FROM INFORMATION TODAY (978-1-57387-372-7)

Booking the Future

If you missed Robert Darnton’s essay “Google and the Future of Books,” published February 12 in the *New York Review of Books*, you can read it, along with 10 other essays he gathered together, in *The Case for Books: Past, Present, and Future*.



Darnton brings his perspective as a scholar, Carl H. Pforzheimer university professor and director of the Harvard University Library, and founder of

the Gutenberg-e program to bear in examining the history of the book and the ways in which that history is being transformed. Read this book as an antidote to some of the current noise on both sides of the death-of-the-printed-book debate.

208P. PBK. \$23.95 FROM PUBLIC AFFAIRS (978-1-58648-826-0) ■

MARY ELLEN QUINN is editor of *ALA Booklist's Reference Books Bulletin*.

Unless you happen to be J. K. Rowling or Stephen King or Michael Connelly or a handful of others, it’s tough making a living as a writer—and getting tougher. The confluence of events that takes an author from a publisher’s midlist to the stratosphere of mega-selling superstar remains a mystery; sure, some mix of talent, reviews, marketing clout, and word-of-mouth promotion makes it happen, but getting those ingredients to emulsify in the right proportions remains mostly a matter of chance.

But big success does come for a fortunate few, and when it does, it’s all the harder on everyone else. Publishers didn’t have great expectations for horror novels until King, and they didn’t think children’s fantasy was a gold mine until Rowling. And mysteries were a nice, quiet niche of the publishing business until a handful of crime writers, Connelly included, took the genre to the bestseller lists. Now, though, those genres have all become gold-plated, and horror, mystery, and fantasy writers must deal with their publishers’ illusions of grandeur, putting the midlist writer in more jeopardy than ever. You hear a lot of talk about the difficulty of selling a first novel, but I’m convinced that the established writer—the author of several well-received books that have sold only modestly—is the real endangered species in the publishing world.

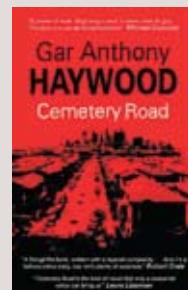
For several years, I’ve feared that Gar Anthony Haywood, one of my favorite writers, might be falling into that category. Haywood is the author of the Aaron Gunner Mystery series and a handful of stand-alone thrillers. In my *Booklist* review of his last Gunner novel, *All the Lucky Ones Are Dead*, published by Putnam in 2000, I lauded his careful evocation of the sights and sounds of South Central L.A. and his ability to go beyond stereotype in portraying a community of ordinary people dealing with the dullness of living. We named *All the Lucky Ones Are Dead* one of our top 10 crime novels of 2000, but after that novel appeared, I began to hear that Haywood was having trouble finding a publisher. Attempting to reinvent himself, he later published two more well-reviewed novels under the pseudonym Ray Shannon, but those didn’t do the trick, either, at least in the eyes of mainstream publishers.

Given this unfortunate turn of events, I was particularly pleased to learn recently that Haywood had found a new publisher, Severn House, who would be issuing a new Haywood novel, *Cemetery Road*, in February 2010. The novel, which I’ve just reviewed, proves what I’ve known all along: Haywood has always belonged in the upper echelon of American crime writers. Set once more in South Central L.A., it’s both a gripping and intricately plotted thriller and a moving story about a middle-aged man coming to grips with what has gone wrong in his life. As in the Gunner series, Haywood exhibits a remarkable eye for detail, both in describing the landscape of poverty and in exposing the nuances of character.

Is this both a happy ending and a new beginning for a deserving midlist writer? Let’s hope so. The publishing industry could use a feel-good story.



BILL OTT is the editor and publisher of *ALA's Booklist*.



Solutions and Services



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Shelfwiz offers **aluminum-and-Plexiglas shelf talkers** that display staff recommendations, reviews, signage, or other information clearly and attractively. Units are available in sizes from 3 3/8-inches-by-1 5/8-inches to 5 1/8-inches-by-2 3/8-inches, and they fit 3/4-inch or 1-inch shelves. The shelf talkers are easily moved and flip up for easy access to books.



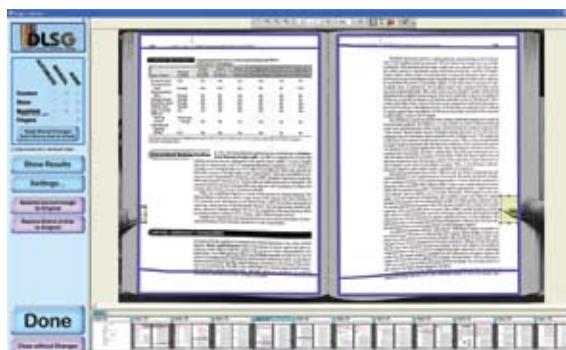
webanywhere.cs.washington.edu/beta

WebAnywhere is a free **screen reader** developed through a grant by the National Science Foundation that offers a non-visual interface to the web on any internet-connected device with a sound card. No additional software installation is required, and it works with all browsers and operating systems.



▲▲ www.evancedsolutions.com

PeopleWhere **Staff Scheduling software** from Evanced Solutions is a web-based package that fulfills scheduling needs, manages time-off requests, and identifies over- or understaffing and avoidable overtime. The system also tracks where personnel are located and their skills and knowledge assets.



▲▲ www.dlsg.net

BSCAN ILL production capture software from Digital Library Systems Group is designed for interlibrary loan departments. The software supports flatbed or planetary book scanners, and automatically reads requestor information from pull slips and sends documents without scanner-operator intervention. BSCAN ILL features automatic image processing including bookfold correction, content location, and sizing to consistent margins.

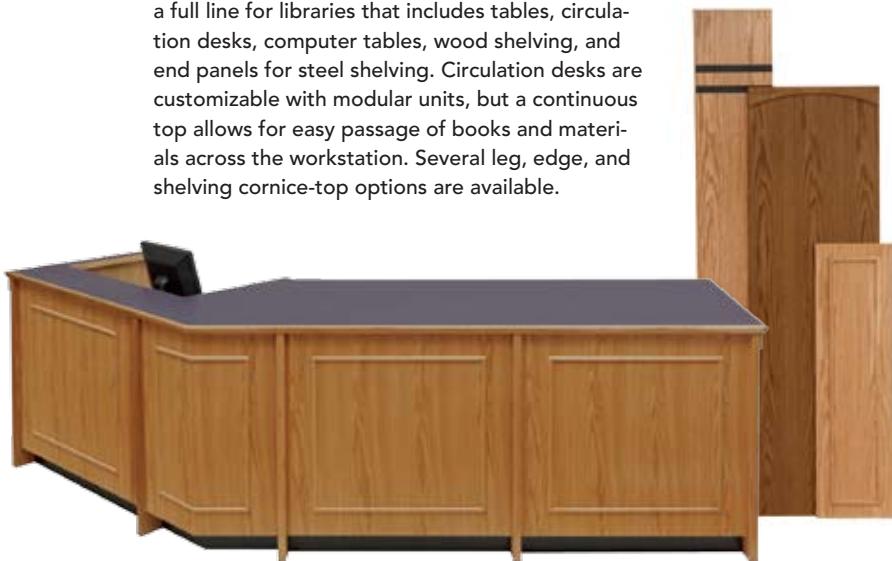
To have a new product considered for this section, contact Brian Searles at bsearles@ala.org.

www.altarama.com

Altarama's **Refracker Information Request Management System** comprises web-based tools for the operation of reference services. Features include service-specific workflows such as copyright declaration or third-party referrals, form and report generation, an ask-a-librarian web interface, and the DeskStats reference statistics tracker.

www.buckstaff.com

The Brighton **furniture collection** from Buckstaff is a full line for libraries that includes tables, circulation desks, computer tables, wood shelving, and end panels for steel shelving. Circulation desks are customizable with modular units, but a continuous top allows for easy passage of books and materials across the workstation. Several leg, edge, and shelving cornice-top options are available.



CASE STUDY

HISTORY DATABASES SUPPORT STUDENT LEARNING

Washington State's Classroom-Based Assessments (CBAs) set requirements in many subjects that students at a certain grade level are expected to meet. The CBA for high-school social studies requires students to be able to use and cite primary-source and historical data.

The library at Stanwood High School uses databases from ABC-CLIO to help students meet those standards. "The ABC-CLIO databases provide that information, and present it in a way that is very accessible, which is appealing to students and teachers alike," said Stanwood High School Librarian JoAnn Olsson.

"ABC-CLIO databases have allowed my students to access primary sources, giving them insight into the historical process and psychological perspectives of the times," added Sabrina Shaw, chair of Stanwood's History Department.



The American History 2.0 database features nearly 15,000 primary and secondary sources.

ABC-CLIO offers eight social studies databases intended for schools. The American History 2.0 database features almost 15,000 primary and secondary sources, including overview essays, government and court documents, photos, maps, audio and video clips, and statistics, as well as more than 100 topical overviews and 3,300 biographies of political and military figures. Two world history databases cover ancient through medieval times and the modern era, and other databases cover U.S. and world geography, American government, the United States at war, and historic and modern political issues and controversies. Most databases include an "Analyze" section, which supports students as they debate current and historical questions such as "Was the United States justified in dropping the bomb on Hiroshima and Nagasaki?"

Most databases include an "Analyze" section, which supports students as they debate current and historical questions such as "Was the United States justified in dropping the bomb on Hiroshima and Nagasaki?"

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Print Deadline

December 7 for the January/February issue, which mails about January 1. Ads received after the 7th will be published as space permits through about December 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 312-440-0901.

Consultants or Classifieds

"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.

Advertising Policies

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.

Billing

Payment Terms: Visa, MasterCard, or American Express. If pre-approved, net 30 from invoice date. Invoice and tearsheet mailed to the advertiser following publication. Cost of ad furnished upon request.

THE UNIVERSITY OF WASHINGTON LIBRARIES invites applications and nominations for the position of Associate Dean of University Libraries and Director of the University of Washington Bothell Library. The UW Bothell (UWB) Library also serves Cascadia Community College (CCC). Reporting to the Dean of University Libraries, the Associate Dean and Director is responsible for strategic visioning, policy and program development, operations and personnel, and overall innovation and excellence in the UW Bothell Library. The Associate Dean and Director provides leadership for transformational and user-centered services; integrated educational and curricular programs; responsive collections and information resources; assessment; and marketing of services. The Associate Dean collaborates closely with senior administrators and academic leaders at

UWB and CCC, and serves on the UWB Academic Council and the Chancellor's Cabinet. Salary: \$80,000 minimum. Starting salary commensurate with qualifications and background. An Administrative Stipend will be established at the time of appointment. For information on this position, including application instructions, see complete Notice of Vacancy at <http://www.lib.washington.edu/about/employment/>.

DIRECTOR OF PUBLIC SERVICES, Tulane University. Howard-Tilton Memorial Library seeks a public services professional to plan and manage research and user services. The position is the administrative head of the Public Services Division, which includes access services (circulation, ILL, and reserves), government documents, microforms, music/media, and reference/instruction. The

Director of Public Services encourages creative development in library services and ensures that programs and services are responsive to the academic needs of Tulane University. Reference and access services are located in a prototype Learning Commons, a partnership with Tulane's Technology Services department. This position will play a key role in managing this partnership and in developing a Learning Commons program. This position serves as a member of the library's senior administrative group, reports to the library's Associate Dean, and supervises unit heads for the division, which includes six librarians and 19 support staff. **REQUIREMENTS:** ALA-accredited MLS or its equivalent; evidence of increasingly responsible experience in managing public services in an academic library, including minimum of three years of supervisory experience; experience

STATE LIBRARIAN AND ARCHIVIST Nashville, TN

The **Tennessee State Library and Archives** is seeking an experienced, innovative and dynamic leader to direct its programs and operations. With an annual budget of \$20 million and about 190 full-time staff, the State Library and Archives consists of four divisions: State library and archives, the Library for the Blind and Physically Handicapped, archives development, consulting services and public library planning and development including twelve regional libraries. The State Librarian and Archivist reports to the Tennessee Secretary of State.

As the representative of and visionary for the Tennessee State Library and Archives, the incumbent will serve Tennessee government and its citizens by acquiring, organizing, preserving, and providing access to public and historical records in diverse formats while working with federal, state, county and local officials, and Tennesseans with special needs to identify and address community needs and responsibilities.

Required Qualifications: Master's degree in Library or Info Science from ALA-accredited program and 10 years post-masters experience in libraries in progressively responsible positions. Supervision of budgets and personnel management for a minimum of 5 years; experience in recruiting and retaining a diverse workforce; responsibility for preparing grant proposals, evaluating proposals from other institutions, experience with administering large grants; knowledge of and experience in archival and records management programs; proven record of administrative experience in budgeting, planning, and evaluation; ability to forge partnerships to support programs and services; knowledge of and ability to work successfully with the legislative process in a positive manner; ability to speak before groups and testify before elected or appointed officials. Must demonstrate excellent oral and written communication skills for interpersonal, presentation, negotiation, and consensus-building duties. Ability and willingness to travel frequently and independently.

In addition to an excellent benefits package, the salary for this full-time position is \$115,000. Send letter of application addressing the requirements above and resume by 12/11/09 to **Maggie Bahou, Director of HR & OD, TN Dept of State, 312 Rosa L. Parks Avenue, 7th Floor, Nashville, TN 37243** or sos.hr@tn.gov.



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Gaming and Libraries Update: Broadening the Intersections
- **Number 2 / February-March 2008**
The Preservation of Digital Materials

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CLEMSON UNIVERSITY CATALOG LIBRARIAN

Clemson University is seeking a flexible and enthusiastic Librarian to join its Cataloging Unit. This is a 12-month tenure-track position with faculty rank and status. Clemson library faculty members participate in library-wide planning and governance, work in a shared decision-making environment, and are encouraged to be active in university service and professional organizations.

Required Qualifications/Experience: • ALA-accredited master's degree • Minimum of one year of cataloging experience • Knowledge of AACR2, MARC21, LCC, LCSH, and OCLC Connexion • Demonstrated flexibility in previous jobs • Excellent communication skills and ability to work collaboratively with others • Experience with standard computer applications, integrated library systems, and internet resources

Preferred Qualifications/Experience: • Supervisory experience • Experience in cataloging monographs, electronic resources, digital object description and/or foreign language materials • NACO experience • Experience with Innovative Interfaces' Millennium integrated ILS

Salary and Benefits: Minimum of \$42,000; rank and competitive salary based on the successful candidate's qualifications and experience. For a full description of this position go to <http://www.lib.clemson.edu/cat>

Application process: Submit a letter of interest directly addressing the requirements for the position, your résumé, and names, street addresses, email addresses, and telephone numbers of three professional references electronically as a single attachment in Word, PDF, or RTF format to **Scott M. Dutkiewicz, Chair, Catalog Librarian Search Committee, at scottmd@clemson.edu**.

This information may also be submitted in print to: **Scott M. Dutkiewicz, Chair, Catalog Librarian Search Committee, RM Cooper Library, Box 343001, Clemson University, Clemson, SC 29634-3001. Phone (864) 656-2892, Fax (864) 656-0758**

Applications received or postmarked by January 15, 2010 will be given first consideration.

The Jeanne Clery Disclosure Act requires institutions of higher education to disclose campus security information including crime statistics for the campus and surrounding areas. As a current or prospective Clemson University employee, you have a right to obtain a copy of this information for this institution. For more information regarding our Employment, Campus Safety and Benefits, please visit the Human Resources/Prospective Employees web page at <http://www.clemson.edu/cao/humanresources/prospective/>

Clemson University is an Affirmative Action/Equal Employment Opportunity employer and does not discriminate against any individual or group of individuals on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation or veteran status.

CLEMSON UNIVERSITY HEALTH SCIENCES REFERENCE LIBRARIAN

Clemson University seeks a dynamic and creative Librarian who will provide information services in the health sciences, which may include nursing, food science and nutrition, and packaging science. This person will also work with other reference librarians to provide general reference desk service and freshman instruction.

Required Qualifications/Experience: 1. ALA-accredited master's degree; 2. A minimum of two years experience in academic librarianship; 3. Excellent oral and written communication skills; 4. Teaching experience; 5. Proficiency in searching electronic databases.

Preferred Qualifications/Experience: 1. Experience providing reference services in, or a degree in, the health or life sciences; 2. Knowledge of modern information service practices and collection development; 3. Ability to work effectively with students, faculty, and staff; 4. Evidence of ability to do self-directed work without close supervision; 5. Strong commitment to client-centered service; 6. Evidence of, or potential for, professional and/or scholarly activity.

Salary and Benefits: Minimum of \$42,000; salary and rank commensurate with qualifications. For a full description of this position go to <http://www.lib.clemson.edu/hsr>

Submit a letter of interest directly addressing your qualifications for the position requirements, your résumé, and names, addresses, and telephone numbers of three professional references to: **Lois Sill, Chair, Health Services Reference Librarian Search Committee, RM Cooper Library, Box 343001, Clemson University, Clemson, SC 29634-3001. Phone (864) 656-5185 Fax (864) 656-0758.**

Applications received or postmarked by January 15, 2010 will be given first consideration.

The Jeanne Clery Disclosure Act requires institutions of higher education to disclose campus security information including crime statistics for the campus and surrounding areas. As a current or prospective Clemson University employee, you have a right to obtain a copy of this information for this institution. For more information regarding our Employment, Campus Safety and Benefits, please visit the Human Resources/Prospective Employees web page at <http://www.clemson.edu/cao/humanresources/prospective/>

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Regional salary guide

Listed below are the latest minimum starting salary figures recommended by 19 state library associations for professional librarian posts in these states. The recommendations are advisory only, and ALA has not adopted recommendations for minimum salaries. Leads advises job seekers and employers in these states to consider the recommended minimums when evaluating professional vacancies. For additional information on librarian salaries, contact ALA Office for Human Resource Development and Recruitment.

Connecticut.....	\$40,158
Illinois.....	\$47,235.60
Indiana.....	varies*
Louisiana.....	\$26,000
Maine.....	varies*
Massachusetts.....	\$45,107*
New Jersey.....	\$45,787
North Carolina.....	\$32,432
Ohio.....	\$25,198**
Pennsylvania.....	\$33,748*
Rhode Island.....	\$29,800
South Carolina.....	\$32,778*
South Dakota.....	\$30,554
Texas.....	\$37,000
Vermont.....	\$33,025
Wisconsin.....	\$32,700

*Rather than establish one statewide salary minimum, some state associations have adopted a formula based on variables such as comparable salaries for public school teachers in each community, or the grade level of a professional librarian post. Before applying for a library post in one of these states, Leads recommends that job seekers contact the state association for minimum salary information.

**These recommendations apply only to public librarians.

in project planning and management; knowledge of technology trends and applications; experience in reference services and information literacy instruction; demonstrated ability to lead and collaborate with colleagues; capacity to thrive and lead others in a rapidly changing environment; excellent interpersonal skills and written and oral communication. **PREFERRED:** Additional advanced degree. Knowledge of circulation, interlibrary loan, collection development, and copyright issues. **ENVIRONMENT:** Tulane University is located in picturesque uptown New Orleans and borders the St. Charles Avenue streetcar line and Audubon Park. Howard-Tilton Memorial Library is the university's main library, an ARL research collection supporting programs in the humanities, social sciences, and the sciences. Recently, the library has reorganized, refocused its collections, and is developing an architectural plan for expansion. The library seeks to build its professional staff by recruiting talented, energetic librarians interested in shaping the future of

Tulane and New Orleans. The Carnegie Foundation for the Advancement of Teaching ranks Tulane University in the top 2 percent of universities nationwide as a university with "very high research activity." **COMPENSATION:** Salary is commensurate with qualifications and experience. Librarians are academic appointees. Librarians do not have tenure or faculty rank but, in other respects, receive the benefits of faculty members. Review of applications will begin immediately and continue until the position is filled. To apply, qualified candidates submit a letter of application, résumé, and names of 3 professional references via email to Andrea Bacino (abacino@tulane.edu) or mail to: Howard-Tilton Memorial Library, Attn.: Andrea Bacino, Tulane University, 7001 Freret St., New Orleans, LA 70118-5682. Tulane University is an ADA/AA/EO employer. Women, minorities, and veterans are encouraged to apply.

EASTERN MICHIGAN UNIVERSITY Posting #FA1018E, a tenure-track faculty appointment at the rank of Instructor or Assistant Professor. Appointment Description: Tenure-track faculty position, available September, 2010. This position is an 8-month academic year appointment, with an additional Spring or Summer appointment possible. Appointment at the Instructor rank requires an ALA-accredited library or information science degree. Appointment at the Assistant Professor rank requires an ALA-accredited library or information service degree and 18 additional graduate credit hours and at least 3 years of professional library experience. Position Description: Eastern Michigan University Library is looking for an energetic librarian to fill the position of Electronic Resources and Serials Librarian. Primary responsibilities are to implement and maintain Electronic Resources Management software, maintains the library's SFX OpenURL link resolver, manage a wide range of licensed electronic resources such as databases, journals, books and reference sources and serve as the functional supervisor of the Periodicals unit. This librarian will play the lead role in maximizing patron access to serials and other electronic resources. This person will communicate with internal staff and external service providers to provide optimal access to electronic resources, troubleshoot online applications, resolve access problems, and monitor trends in electronic resource management, recommending new technologies and practices. In addition, this person will also share responsibilities and duties with the Systems Office including activities such as scripting, database updates, as well as gathering, aggregating, and manipulating statistics. Required Qualifications: ALA-accredited degree in library or information science. A commitment to meet established library criteria for promotion and tenure, including pro-

fessional service and scholarly activity. Experience providing access to serials resources, both electronic and print. Experience supporting online databases and E-journal packages. Experience working with staff modules (Circulation, Acquisitions, etc.) of Voyager or a comparable ILS. Successful supervisory experience, preferably in an academic library. Excellent problem solving skills; ability to work well under pressure and demonstrated experience handling multiple priorities and/or projects. Strong written and verbal communication skills. Strong organizational and interpersonal skills, and the ability to work effectively in a collaborative environment with staff at all levels and with people of diverse backgrounds. All applications must be made online at <https://www.emujobs.com> - Posting #FA1018E. Applications must include a letter of interest and curriculum vitae, as well as the name, address, e-mail address, and phone number of three references. This position will remain open until filled. Applications received by February 1, 2010 will receive first consideration.

THE EASTERN MICHIGAN UNIVERSITY LIBRARY seeks a proactive, creative, service-oriented individual to play a key role on its Information Services Team. The Online Learning Librarian will develop curricula to support online teaching and learning in the context of the Library's information literacy efforts. He or she

will design, implement, and evaluate technology-enhanced learning objects, instructional modules, and other online instructional materials. The successful candidate will collaborate with library faculty to create discipline-specific instructional materials that meet educational outcomes. He or she will explore new technologies related to online teaching and learning, and will provide leadership in the use of educational technologies.

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CLEMSON UNIVERSITY

ASSISTANT ACQUISITIONS LIBRARIAN

Clemson University is seeking a flexible and enthusiastic Librarian to join its Acquisitions Unit. This is a 12-month tenure-track position with faculty rank and status. Clemson library faculty members participate in library-wide planning and governance, work in a shared decision-making environment, and are encouraged to be active in university service and professional organizations.

Required Qualifications/Experience: • ALA-accredited master's degree • Minimum of one year of experience in Acquisitions • Demonstrated ability to use basic desktop applications such as spreadsheet software • Excellent oral, written, and interpersonal communications skills • Commitment to quality service • Strong organizational, analytical and problem-solving skills • Ability to work independently, balance priorities, set and meet deadlines • Ability to meet the requirements of retention and tenure • Experience with standard computer applications, integrated library systems, and internet resources

Preferred Qualifications/Experience: • Library experience with acquisitions, collection management, serials, or electronic resources • Experience with library materials vendors • Experience with III Millennium • Experience with budgeting or accounting • Supervisory experience

Salary and Benefits: Minimum of \$42,000; salary and rank commensurate with qualifications. For a full description of this position go to <http://www.lib.clemson.edu/acq>

Application process: Submit a letter of interest directly addressing the requirements for the position; your résumé; and names, addresses, and telephone numbers of three professional references electronically as a single attachment in Word, PDF, or RTF format to comforj@clemson.edu

This information may also be submitted in print to: **Jan Comfort, Chair, Assistant Acquisitions Search Committee, RM Cooper Library, Box 343001, Clemson University, Clemson, SC 29634-3001, Fax: 864-656-0758.**

Applications received or postmarked by January 15, 2010 will be given first consideration.

The Jeanne Clery Disclosure Act requires institutions of higher education to disclose campus security information including crime statistics for the campus and surrounding areas. As a current or prospective Clemson University employee, you have a right to obtain a copy of this information for this institution. For more information regarding our Employment, Campus Safety and Benefits, please visit the Human Resources/Prospective Employees web page at <http://www.clemson.edu/cao/humanresources/prospective/>

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University Librarian

Sacred Heart University, in Fairfield, Connecticut, is the second-largest Catholic university in New England. The Princeton Review includes SHU in its "Best 371 Colleges: 2010" and U.S. News & World Report's "America's Best Colleges 2009" ranks SHU in the top tier of Master's Universities in the North. Over 6,000 students are enrolled in its four colleges: Arts & Sciences; Education & Health Professions; the AACSB-accredited John F. Welch College of Business; and University College.

As the chief administrative officer of the University Library, the University Librarian leads planning for the library's future, oversees all operations and services of the library, supports the University curriculum, and provides for the research and information literacy needs of the students, staff and faculty.

Go to www.sacredheart.edu for additional information, requirements and application process.

Ecumenical in spirit and led by the laity, Sacred Heart University is dedicated to excellence in academics and to the Catholic intellectual and liberal arts traditions. We are looking for individuals who value the University's Catholic identity, tradition and spirit, and support its commitment to the intellectual and ethical development of our students.

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proactive in external funding acquisition, scholarly research and publishing; be contributing member of the library and information science community locally and nationally; and serve on faculty and university committees. A PhD in library and information science or closely allied discipline, or completion of the doctorate during the first year of appointment; demonstrated skills with current information technology and evidence of potential excellence in teaching and research. Competence with and interest in information and communications technologies, services to multicultural populations, and interdisciplinary approaches to information problems. Expertise and ability to teach in one or more of the traditional library science core, including but not limited to: technical services, information storage and retrieval, database design and management, instructional design, school library media centers, and services to children. Demonstrated expertise and ability to teach in one or more of the traditional library science core, including but not limited to: technical services, information storage and retrieval, database design and management, instructional design, school library media centers, and services to children. Information about the School of Library and Information Science is found at www.usm.edu/slis or call 601.266.4228. Job Posting Number 0001303.

Responsibilities will also include reference and instruction (including some evenings and weekends) liaison with Extended Programs and Educational Outreach, and may also include collection development and subject liaison duties. Required Qualifications include: an ALA-accredited degree in library or information science; teaching experience, preferably in an online environment; familiarity with learning technologies, especially online and digital media; experience creating online instructional materials; familiarity with standards for information literacy, online learning, and online library services; and experience providing in-person and online reference service. Preferred Qualifications include: a second graduate degree and three years of professional experience in an academic library. In short, if you have a passion for creativity in the online environment, as well as a commitment to teaching, learning, and public service, this is the position for you! Appointment at the Instructor rank requires an ALA-accredited library or information science degree. Appointment at the Assistant Professor rank requires an ALA-accredited library or information service degree, 18 additional graduate credit hours and at least 3 years of professional library experience. All applications must be made online at <https://www.emujobs.com>- Posting #FA1017E. Applications must include a letter of interest and curriculum vitae, as well as the name, address, e-mail address, and phone number of three references. This position will remain open until filled. Applications received by January 15, 2010 will receive first consideration.

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The Buck Stops There

No one wants to take the rap for the tough decisions

by Will Manley

Have you ever walked down the street, peered into a newspaper rack, read a headline that caught your attention, and impulsively deposited two quarters into the rack to read the entire article under the headline?

That doesn't happen to me very often. Haven't we seen it all? "Man Walks on Moon," "Soviet Union Crumbles," "Terrorists Destroy World Trade Center," "Global Warming Imperils Planet."

I live in the San Francisco Bay area and the headline that stopped me in my tracks was "University of California Berkeley Hires Firm to Steer Cuts." I'm sure that all of you are aware that California is in such dire financial straits that the state treasury actually issued IOUs to a number of banks last summer. The state's gargantuan university system has been absolutely devastated by revenue

shortfalls, and its vast network of libraries has been ravaged. Hours have been cut, library positions have been eliminated, and librarians have been furloughed. And that's just the first round. UC Berkeley, the glittering jewel of the UC system, still has to cut \$150 million.

The first thing that I would do in a situation like that would be to eliminate all the outside consultants. Apparently, though, I'm not very smart, because Berkeley is doing the exact opposite. In a creative application of mathematical principles about which I am completely ignorant, the UC administrators decided a good first step for cutting \$150 million would be to pay \$3 million to a Boston-based consultant to tell them how.

Okay, let me get this straight. A highly educated group of academic administrators for a prestigious California university is paying a small fortune to a consulting firm 3,000 miles away to tell them how to run an institution in a financial crisis. By the way, the consultants are completely unfamiliar with the institution whose fiscal woes they were hired to fix.

Now, I'm not anti-consultant. They do

important work, especially for libraries. For instance, if your library has an incompetent technical staff, a consulting firm can come in and tell the library what computer system to buy. If it turns out to be a lemon—hey, it was recommended by an "expert."

Are things so bad that an internal solution would make things worse?



If your library director lacks a spine, an outside consultant can come in and

tell the city council which branches to close. People who are affected can direct their anger at the outsider.

Does your library have a weak board of trustees? Never fear: You could bring in a consultant to tell them who to hire as director. If the person turns out to be a dud, the trustees can point their fingers at the consultant.

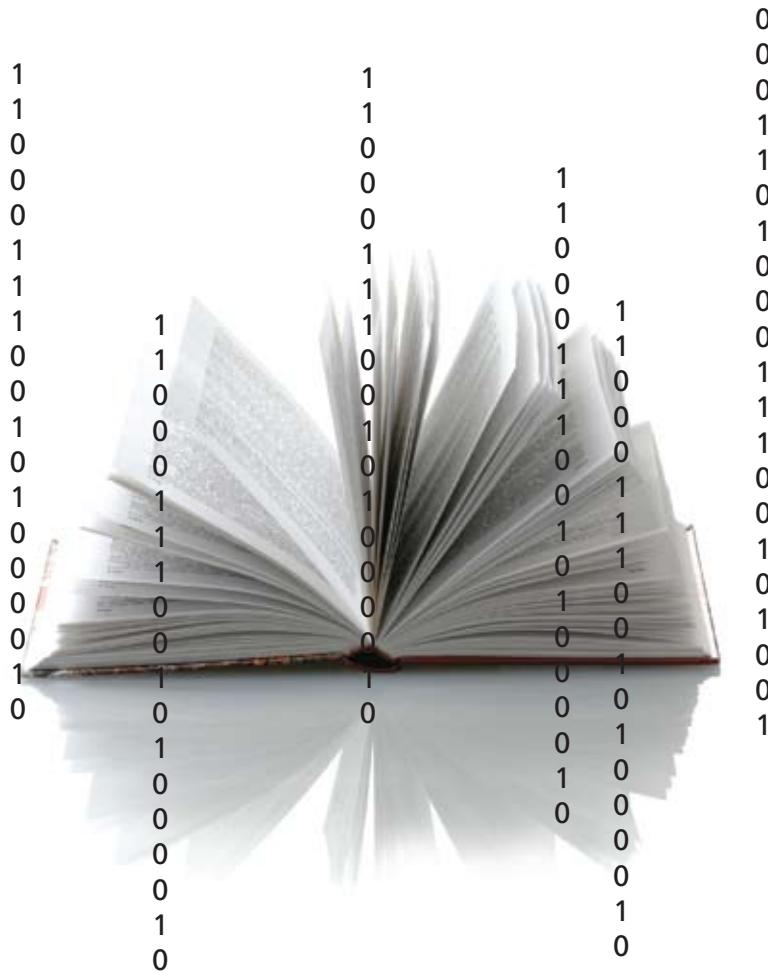
Are things so bad that attempting an internal solution would only make things worse? That's why consultants are so important. They have the advantage of complete ignorance of your situation, which they like to think of as objectivity.

I'll never forget the day I walked into a library's children's department and became annoyed at not being able to find any staff. Then I saw the sign on the top of the reference desk: "The children's staff is meeting with a consultant to improve services to the public." ■

WILL MANLEY has furnished provocative commentary on librarianship for over 30 years and in nine books on the lighter side of library science. Write him at wmanley7@att.net.



"The consultant says no one reads anymore, so replace the books with soup. He said people always gotta eat."



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