

american libraries

MARCH/APRIL 2014

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

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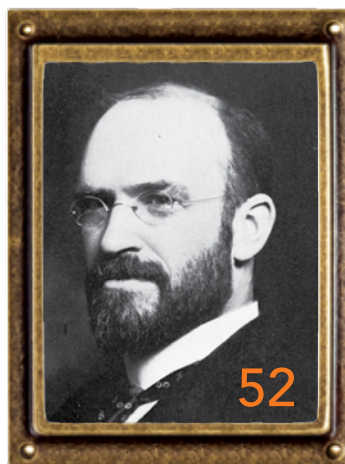
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Emerging Leaders Poised for Action

by Laurie D. Borman

What's it like to be selected as an Emerging Leader? Find out about this year's class of 56 up-and-coming librarians in our cover story, beginning on page 22. Once again we're featuring each Emerging Leader on trading cards, which will be available at the 2014 ALA Annual Conference and Exhibition in Las Vegas. Not only are these leaders smart and savvy, they've got a sense of humor, too. I enjoyed chatting and laughing with the ELs as they posed for their card photos. They began their project assignments and had a day of discussion and training at Midwinter; look for their project results at Annual. A thank-you for the cards goes to our advertising sponsors, including the University of Wisconsin–Madison School of Information Studies, which now offers an MLIS with a Public Library Leadership program. OCLC is also an advertising sponsor.

Our cover story celebrates
the newest class of up-
and-coming librarians.

A healthy number (more than 12,000) of hardy souls braved flight cancellations and prickly weather to attend Midwinter in Philly in late January. It was well worth the minor inconvenience to visit a bustling exhibit hall with 421 exhibit booths;

hear Ishmael Beah, Wes Moore, and other authors speak; sample beer and cheesy vegan food at the What's Cooking @ ALA stage; sit in on Council conversations; and attend programs. As I listened to a prison librarian and a school librarian talk about their patrons finding meaning in Moore's first book, *The Other Wes Moore*, it made me proud to be a part of this organization. These are librarians who help open the world through reading. For our Midwinter wrap-up, see page 38, and check out The Scoop blog at AmericanLibrariesMagazine.org/blogs/scoop.

Specialty libraries offer lots of unusual collections. For film buffs, it's tough to find original silent films, as so many were not saved. The Library of Congress and others are working to collect and digitize these gems for wider access. See Phil Morehart's story on page 44.

You've probably heard someone at some point tell you that he gets all the information he needs by googling. Assuming you're composed enough to not snort, you can provide a few tips to said someone about what's not found through Google. Many of those sources, from simple to sophisticated, are listed in the ALA Editions book *Going Beyond Google Again* by Jane Devine and Francine Egger-Sider. An excerpt is on page 48.

Finally, we bid farewell to Will Manley, our back page columnist since September 1992. Will is retiring his column to focus on writing a novel, and we will miss his humor and personal perspective on the library world. Senior Editor Bev Goldberg, who has been working with him for much of that time, says, "He was sometimes a lightning rod for controversy, but that's what endeared him to so many readers—and infuriated others. Whatever subject Will tackled, he did it with a flair all his own." Look for our new back page feature in the May issue. ■

american libraries

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Creating a Participatory ALA

Values that form the core of ALA culture

by Barbara K. Stripling

ALA is in the process of reimagining itself. We have engaged in conversations with members, Council, the Executive Board, and division leadership to understand what we, as a profession, want from our Association. In a nutshell, we have found that we want a welcoming, inclusive, engaged, and supportive organization.

Taken at face value, these attributes do not lead to an organization that matches the transformation of libraries and librarianship that is occurring in all types of libraries across the country. All of the terms suggest a one-way culture, that ALA has the responsibility to build a welcoming environment and that members need only to embrace and be supported by the Association. What we should instead envision is a participatory culture in our Association that provides opportunities for members to act and to change ALA and, indeed, our profession.

Building a participatory culture is a pretty tall order for an organization of more than 57,000 members. I have been puzzling over the possibilities since I became president. Certainly we have to think beyond the traditional structures of committee appointments, elected offices, and occasional task forces. We have to understand how our members connect to the Association before we can provide pathways of action for them.

One of the complaints we hear about ALA is that it is too complex

for members to understand how to navigate and engage. Is that true, or do we need that complexity to enable our very diverse members to find their perfect niches of connection? Perhaps our issues are actually that the complex organization is not transparent enough for members to find their niche and that we don't give them outlets for acting on their interests and sharing their own ideas once they have connected. Many of our members are already pushing the Association in the direction of participation by forming their own social media groups, attending unconferences as a part of ALA events, using multiple platforms to debate critical library issues, and creating discussion and social action groups. And we encourage it.

Perhaps ALA can be guided in its reimagining process by some of the thinking in our field about libraries and librarianship in a participatory culture. In 2011, an international group of innovative thinkers in libraries and museums came together in Salzburg, Austria, to develop a curriculum framework for the education and continuing professional development of library and museum professionals in a participatory culture. The curriculum conversations were guided by core values that included the essen-

tial dispositions of openness, self-reflection, collaboration, service, empathy and respect, continuous learning, and creativity and imagination (salzburg.hyperlib.sjsu.edu). Those are the very values that

should form the core of the culture of ALA, and we need to build that culture together.

The Salzburg Curriculum identifies a number of imperatives for libraries and museums in the era of

participatory culture, most of which can be equally applied to ALA: recognizing the importance of diversity, creating innovative partnerships, emphasizing value and impact, co-creating content, incorporating social media, collaborating, breaking down barriers, becoming a hub of communication, and acting with passion to effect permanent change. What needs to change as we reimagine ALA is how we empower our members to collaborate with others in the Association across divisions, library types, years of experience, and library roles to create a transformed ALA and librarianship for the future. The power to change ALA is within our members: Our responsibility is to listen to their voices and build a participatory Association. ■



We should envision a participatory culture that provides opportunities for members to act, to change our profession.

BARBARA K. STRIPLING is assistant professor of practice at Syracuse (N.Y.) University. Email: bstripling@ala.org.

Comment Enabled

There's More to Michigan

I enjoyed reading Kathy Rosa's "Referenda Roundup" (AL, Jan./Feb., p. 44). However, I noticed that where the author wrote about proposals in the state of Michigan, the map next to the piece showed only the lower peninsula of Michigan, while other states had a full map of their state.

The Upper Peninsula has nearly 16,400 square miles of land and is home to more than 300,000 people. It is a beautiful and historically important piece of Michigan. Just because it may

not have as many residents as the lower peninsula, it does not mean it is not deserving of being on a map of the state.

I hope that you will correct

this issue in the future and respect all citizens of Michigan.

Joshua Pikka
Detroit

Never Too Cool for School

I applaud Barbara Stripling's message "Advocating for School Librarians." (Jan./Feb., p. 6). From 1975 to 1993 I was a school librarian/media specialist; then I was downsized along with every school librarian/media specialist and our supervisor in the district. What a jolt, not to mention a life disrupted. Fortunately, I had a backup plan and am now a public librarian on the other

side of the country. Twenty some years later, that school district has still not replaced its librarians/media specialists, making do with teacher aides.

School librarians/media specialists provide all the services and resources Stripling mentions and more: We love those kids, and they respond to our efforts. There is no greater satisfaction than to learn that a student did well after a session with the librarian/media specialist, or to hear one or another of the kids say, "Wow, he knew just where to look." I miss that.

Please continue to advocate for school librarians/media specialists. The country needs more of them.

Bill Chase
Greenville, South Carolina

Conference Footprint

In the November/December 2013 issue of *American Libraries*, Will Manley recounts a recent unsuccessful effort to put ALA squarely on a course of environmental responsibility by redirecting Association investments from fossil fuels to solar and wind initiatives. He then suggests measures that local librarians can take, in the absence of leadership by our national Association. I'd like to suggest another.

Nearly five years ago, editorializing in LITA's *Information Technology and Libraries*, I called upon ALA and its members to recognize the environmental irresponsibility of continuing to sponsor large national meetings to which up to 20,000 attendees travel, many by air. Using some back-side-of-napkin assumptions and calculations, I

estimated that the average carbon footprint for each attendee who traveled by air to Midwinter 2009 in Denver was 0.3635 metric tons. The total for 8,850 attendees amounted to more than 3,200 metric tons. And these calculations considered only air travel, nothing more.

Innumerable reasons may be offered to demonstrate that the day of huge in-person national Association meetings has passed, but I remain convinced that the most compelling of these is that such gatherings demonstrate our inexcusable hubris and obstinate blindness to their environmental costs.

Will the "ALA brass" howl when we abandon the meeting cash cow and instead choose a more sustainable course? Probably. Will what we do lead to the end of air travel? Of course not, but it might lead other library and professional associations to consider their own responsibility where such conferences are concerned.

Finally, will changing our profligate ways serve as a meaningful and ethical gesture that we care about this issue and about the fate of our children? Need I even ask?

Marc Truitt
AL Advisory Committee Member
Sackville, New Brunswick, Canada

We Are the World

The article on libraries in the Dominican Republic, "A Country of Hope and Promise" (AL, Jan./Feb., p. 40) draws attention to the fact that we often know too little about libraries and education in neighboring countries. The efforts of the Gates Foundation and the government of the Dominican Republic are certainly steps in the right direction.

The editors welcome letters about recent contents or matters of general interest. Letters should be limited to 200 words. Send to Mariam Pera, mpera@ala.org; fax 312-440-0901; or *American Libraries*, Reader Forum, 50 E. Huron St., Chicago, IL 60611-2795.

One thing that ALA could do to help is offer more training opportunities for library workers in poorer countries, especially cooperative webinars in the language of the country. This would go a long way to dispel the lingering perception that technology is somehow the enemy of libraries.

Patrick Bunyan
Marathon, Florida

ALA Awards

I am expressing my consternation at again seeing award deadlines extended. Our library system, a regional library, works very hard to raise funds to supplement our local and state funding. While the industry standard is 7–9%, 10–12% of our budget (excluding capital funds) was raised through our own efforts, because we are committed to providing excellent service for our patrons and for our community at large.

Two-thirds of our staff members are part-time; thus, everyone here works

Offering training webinars in different languages for library workers in other countries could help dispel the perception that technology is somehow the enemy of libraries.

doubly hard to meet these deadlines. It is, indeed, disheartening when groups that have not been quite as diligent “receive the prize” when a basic component of the application—the deadline—is not met.

Lois W. Jones
Harrisonburg, Virginia

Storytime

In response to “Guerrilla Storytime,” *AL Online*, Jan. 26:

I just have to applaud the folks behind Guerrilla Storytime and Storytime

Underground for creating an excellent, grassroots professional development resource for youth librarians with wide ranges of experience.

Veterans and newbies alike benefit from sharing ideas.

Abby Johnson
New Albany, Indiana

CORRECTION: An article, *Referenda Roundup*, in the January/February 2014 issue misstated that the City of Spokane passed a bond issue to build new facilities. According to Eva Silverstone, the communication manager at Spokane Public Library, the voters passed a levy lid lift at 7 cents per \$1,000 through 2017.



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Maggie Farrell

CANDIDATE FOR ALA PRESIDENT

maggiefarrell.com

As I neared completion of my library science degree, a professor of mine, Ed Miller, encouraged my class to join the American Library Association. He spoke about the importance of ALA in advancing our professional values of intellectual freedom, privacy, and inclusion. As a member, I have benefited from ALA's strong advocacy of local libraries and being on the forefront of national policies that impact libraries. The professional development opportunities within ALA are tremendous and help to keep our librarians and library workers current with the ever-changing technology and information environment. Online tools and conferences ensure members have just-in-time resources and experts to assist with local situations so that librarians know they have the power of ALA in their daily responsibilities. When I first joined, I had a limited understanding of how ALA would benefit my new career. I now appreciate the transformative leadership of our Association in supporting libraries, librarians, and library workers. This deep appreciation for and belief in opportunities will be the foundation of my presidency.

As president, I want to communicate the power and impact of libraries. Our libraries change lives—starting with children learning to read and experiencing the joy of learning in our public libraries; building literacy skills in our school



**I want to
communicate the
power and impact of
libraries.**

libraries; advancing critical thinking in our academic libraries; and supporting economic development and personal learning in our public libraries. Libraries influence our communities at every life stage, and their strength is a reflection of our society. My focus as president will be to represent you in telling this story of connecting our values to society and communities.

Building external partnerships

My extensive ALA and professional service experience has prepared me for the position of president. My

leadership strength is the ability to bring together diverse voices to consensus and achieve common goals. This is critical within ALA as we have a variety of purposes and we look at issues from different perspectives. It is from this variety that we draw our strength, but we need a united voice on critical legislative and political issues facing libraries. As president, I will soundly represent our Association on key policy and intellectual freedom issues.

Strengthening our Association

In addition to our external influence, as president I will work closely with Association leadership to ensure the financial stability of our work. ALA's structure and protocols were developed prior to today's communication tools, and some find the bureaucracy to be cumbersome. There have been some effective changes within divisions, and Council is having challenging conversations regarding our budget and operations. I would advance these conversations and assist our Association in determining how we can promote our core values while engaging the broad membership in meaningful experiences. With the ALA 2015 plan as a guide, I am confident we can achieve success in the eight key action areas.

Thank you for your service to our profession, and I look forward to working with you to communicate the impact of libraries in your lives and communities.

I ask for your vote. ■

Sari Feldman

CANDIDATE FOR ALA PRESIDENT

sarifeldman.com

We know this to be true: Libraries change lives. As library professionals and supporters, we share an incredible opportunity to create environments where people can learn freely, exchange ideas, and draw inspiration.

Should I be elected president of the American Library Association, I will engage our membership to help them become advocates for libraries and to see themselves as valued contributors to the success of our organization. I commit to elevating best practices and championing the risk-takers who innovate for the future. I want to lead an ALA that inspires the library community and beyond—an ALA that galvanizes people around the world to get engaged with and to support libraries.

ALA has profoundly shaped my professional development. At critical stages throughout my career, ALA has provided invaluable leadership development opportunities. It is the place where I have learned best practices in library service, and I cannot overstate the value that ALA provides each member as a forum for learning, sharing ideas, and growing in the profession.

Engage

As president, I will engage our members at all points in their careers, provide



valuable support that advances both individuals and the library profession, and attract a diverse group of library professionals and supporters to lead our organization. Our members must understand that their contributions are essential to the success of ALA.

Innovate

I commit to promoting and protecting those core values that define us as library professionals, even as

libraries evolve to meet changing customer needs. Repositioning libraries to address the ever-changing digital content landscape will be essential to our future viability. Supporting and promoting library organizations that

are focused on innovation will be an important hallmark of my presidency. Where we have previously articulated our value proposition as grounded in material, now we must reframe the conversation: Libraries of all kinds deliver value as centers of community collaboration, learning, and service.

Inspire

We all come to the library profession for different reasons. Some of us are moved by the opportunity to help young children develop a lifelong love of reading. Others are energized when connecting students with resources that contribute to academic success. Still others come to the profession with a desire to enhance research and learning. The common thread we all share is the belief that libraries have the power to transform lives. Libraries have inspired us all.

As ALA president, I will advocate on behalf of libraries and the library profession. I will make certain we deliver on the promises we set together in the ALA strategic plan. We all know that libraries are essential to thriving communities, successful educational institutions, and a better world. I will work to energize our organization so that the inspiration that brought each one of us to the library profession continues to drive our work. And I will lead our organization by ensuring that our efforts directly contribute to fostering library spaces and services that inspire people around the world.

I ask for your vote. ■

I will work to energize our organization so that the inspiration that brought each one of us to the library profession continues to drive our work.

ALA Responds to Net Neutrality Decision

The American Library Association (ALA) has come out in strong opposition to a recent court ruling that killed net neutrality.

On January 14, a federal appeals court struck down the nondiscrimination rules of the Federal Communications Commission (FCC) that govern how internet service providers deliver online information. ALA President Barbara Stripling responded to the decision, *Verizon v. FCC*, to express the Association's disappointment at this blow to a principle ALA has long advocated.

"ALA has been a longtime supporter

of the free flow of information for all people. The court's decision gives commercial companies the astounding legal authority to block internet traffic, give preferential treatment to certain internet services or applications, and steer users to or away from certain websites based on their own commercial interests," Stripling said. "This ruling, if it stands, will adversely affect the daily lives of Americans and fundamentally change the open nature of the internet.

"Public libraries have become leading providers of public internet access, providing service to millions of students, elderly citizens, people

seeking employment, and many others every single day. Approximately 77 million people use public library internet access every year. These users of libraries' internet services, and people all across the country, deserve equal access to online information and services.

"ALA will work with policymakers and explore every avenue possible to restore the longstanding principle of nondiscrimination to all forms of broadband access to the internet."

For more information on net neutrality and to learn about the Association's support, visit ala.org/advocacy/telecom/netneutrality.

ALA Joins Alliance for NSA Surveillance Reforms

ALA has joined more than 50 organizations in opposition to the Foreign Intelligence Surveillance Act (FISA) Improvements Act, which seeks to legalize and extend National Security Agency (NSA) mass surveillance programs.

In December, the D.C. District Court ruled that the NSA's surveillance on unsuspecting Americans may be unconstitutional, finding the practices to be an "indiscriminate" and "arbitrary invasion" of Americans' personal data.

"The District Court ruling is the first time that a court or government agency has questioned the constitutionality of the surveillance program since news of the NSA phone collecting program leaked in June," said ALA President Barbara Stripling. "While

we applaud the ruling, we know that more work needs to be done. We continue to encourage library advocates to support the USA Freedom Act."

The USA Freedom Act would end bulk collection of phone and internet metadata and permit companies to publicly report on FISA letters they have received and complied with and the number of users whose information was sought. It would also require the government to make disclosures about surveillance, establish a process for declassifying FISA court opinions, and create an office charged with arguing for privacy at the court.

For more information on ALA's position and details on how to contact federal officials to cosponsor the USA Freedom Act, visit capwiz.com/ala/home.

Get News Know-How Progress Guide Online

ALA has released a digital supplement that details the success of its news literacy project.

Conducted in 2012 and 2013 by ALA's Office for Intellectual Freedom using grant funds provided by the Open Society Foundations, the News Know-How Initiative saw libraries become transformed into "newsrooms," where librarians, journalists, and news ethicists teach high school students how to engage in nonpartisan, critical analysis of news and information. The students learned how to "read the news" by examining media coverage of contemporary issues, including the 2012 presidential election. Grounded in the principles of journalism and equipped with analytical tools developed during the program, they were able to pick apart the facts and see through the biases.

In addition to coverage of the past

ALA LEADERSHIP INSTITUTE: BECOME A FUTURE LIBRARY LEADER

The ALA Leadership Institute is designed to help the next generation of library leaders realize their full potential. Led by ALA Past President Maureen Sullivan and Association of College and Research Libraries Content Strategist Kathryn Deiss, the four-day-long leadership development program, to be held August 10–14 at Eaglewood Resort and Spa in Itasca, Illinois, features a structured learning track with a curriculum that addresses leading in turbulent times, interpersonal competence, power and influence, the art of convening groups, and creating a culture of inclusion, innovation, and transformation.

The institute's selection committee is seeking a diverse participant mix based on library type, organizational responsibility, geography, gender, and race/ethnicity. Applicants will be selected based on demonstrated leadership potential, professional achievement, and community or campus involvement. Particular attention will be given to personal statements, as well as those of references. Ideal candidates will be mid-career librarians ready to assume a higher administrative or managerial role, with some history of community or campus involvement.

In addition, applicants must:

- Hold an MLS or equivalent degree
- Have at least five years of post-MLS library work experience
- Have a letter of support from their employer
- Be an ALA member at time of application
- Be able to attend the institute in Itasca, Illinois

Each institute will be limited to 40 participants. Cost is \$1,200 per participant, including lodging, all meals, materials, and a free one-year membership to ALA's Library Leadership and Management Association.

Applications for the 2014 Leadership Institute will be accepted through April 25. Applicants may nominate themselves or be nominated by their employer. Applications will be accepted online only. Visit ala.org/transforminglibraries/ala-leadership-institute for details.

two years of News Know-How, the supplement also looks at future ALA news literacy projects, including a 24/7 news cycle watchdog program that is currently in development.

Read the supplement in full, at viewer.zmags.com/publication/70f55067#70f55067/1.

Citizens-Save-Libraries Grants Available

United for Libraries has 10 more grants available as a part of its Citizens-Save-Libraries program, sponsored by the Neal-Schuman Foundation. The first round of grants was awarded to libraries in 2013.

The libraries selected will receive two days of onsite consultation by advocacy experts, who will help Friends of the Library groups, library directors, and trustees develop advocacy campaigns to restore, increase, or save threatened library budgets.

Successful applicants will demonstrate a willingness to share what they learn in the consultations with other libraries in their states through presentations at local conferences, articles written for their state library association journals, and by being available to answer questions and support other advocacy

CALENDAR

Mar. 9–15: Teen Tech Week, teentechweek.ning.com.

Mar. 11–15: Public Library Association Conference, Indianapolis, placonference.org.

Mar. 16: Freedom of Information Day

Apr.: School Library Month, ala.org/aasl/slm.

Apr. 13–19: National Library Week, ala.org/nlw.

Apr. 15: National Library Workers Day, ala-apa.org/nlwd.

Apr. 16: National Bookmobile Day, ala.org/bookmobiles.

Apr. 23: World Book Night, ala.org/conferences/events/wbn.

April 27–May 3: Preservation Week, ala.org/alcts/confevents/preswk.

May 1–7: Choose Privacy Week, privacyrevolution.org.

May 5–6: National Library Legislative Day, ala.org/nlld.

June 26–July 1: ALA Annual Conference, Las Vegas, ala14.ala.org.

Sept.: Library Card Sign-Up Month, ala.org/librarycardsignup.

campaigns via digital media and Skype.

Grant applications are due April 15. To apply, visit ala.org/united/grants_awards/neal-schuman.

As part of the grant, a Citizens-Save-Libraries Power Guide has been made available to all libraries at no cost. It lays out a step-by-step blueprint to generate advocacy campaigns. The guide is available at ala.org/united/powerguide.

YALSA Report Calls for Changes in YA Services

The Young Adult Library Services Association (YALSA) has released a report that provides direction on how libraries need to adapt to meet the needs of 21st-century teens.

Developed as part of the year-long National Forum on Libraries and Teens, “The Future of Library Services for and with Teens: A Call to Action” is a road map for libraries for working with teens. The report explains the demographic and technological shift currently affecting teen services and provides recommendations and strategies to envision them to meet the needs of individual communities. By implementing the report’s action, libraries can collectively help the nation’s more than 40 million teens develop the skills needed to be productive citizens.

To download the report, visit ala.org/yaforum/project-report.

ALSC Awards Grants for Día Anniversary

The Association for Library Service to Children (ALSC) has awarded mini-grants to 15 libraries to start Día Family Book Clubs, as part of activities leading up to Día’s 18th anniversary on April 30. These clubs will help families use multi-cultural, multilingual, and second-language books.

The El día de los niños/El día de los libros (Children’s Day/Book

Day) initiative promotes literacy for children of all backgrounds by linking them and their families to diverse books, languages, and cultures. Día was founded in 1996 by children’s book author Pat Mora, who proposed linking the existing Children’s Day with literacy. The mini-grants, part of ALSC’s Everyone Reads @ your library grant and funded by the Dollar General

Literacy Foundation, prepare libraries to incorporate Día into their existing programs.

Día Family Book Club lesson plans and additional resources are available for free download to encourage libraries and families to participate in the Día program. Download the resources and view the entire list of mini-grant recipients at dia.ala.org. ■

2014 ALA ANNUAL CONFERENCE

REGISTRATION AND HOUSING NOW OPEN

Continue the conversations, engagement, and learning that spark many innovations transforming our libraries at the 2014 ALA Annual Conference and Exhibition in Las Vegas, June 26–July 1. Key issues to be covered include emerging trends; digital content, ebooks, and technology in libraries; and books, authors, leadership, library advocacy, updates, briefings, community engagement, teaching and learning, career development, and library marketing.



Attendees will benefit from:

- 500+ programs, discussions, and in-depth conversations;
- Dozens of thought leaders, authors, and high-profile speakers including Azar Nafisi, Alexander McCall Smith, Jane Fonda, Lois Lowry, Stan Lee, Ilyasah Shabazz, and Philippe Petit;
- 750+ exhibitors highlighting new and favorite titles, products, technology, and services at the world’s largest exhibition for libraries;
- Live exhibit hall stages and pavilions offering more than 400 authors and illustrators;
- 30+ preconferences on focused professional development opportunities;
- 150+ poster sessions on the latest hot topics and trends, presented by your peers;
- ALA JobLIST Placement Center connecting job seekers and employers and offering free career counseling;
- Leading library and publishing awards and celebrations;
- Unlimited networking and social opportunities;
- The amazing city of Las Vegas!

Get updates on new content, speakers, and events between now and June on the Annual Conference website (alaannual.org), Twitter (@alaannual and #alaac14), Facebook (bit.ly/alaac14fb), Pinterest (pinterest.com/alaannual), Google+ (bit.ly/alaac14gp), and Tumblr (ala-con.tumblr.com).

To register for the 2014 ALA Annual Conference and Exhibition, visit alaannual.org. If you need to make your case for attending, use resources at ala14.ala.org/steps-in-making-the-case.

Patrons: Your New Partners in Collection Development

Librarians have always welcomed users' suggestions for titles to add to the collection. When those titles meet the guidelines on subject matter, format, and price, librarians are happy to buy patron-suggested material. Some libraries even offer suggestion forms on their website.

However, in the same way that many librarians have moved away from title-by-title selection for at least some of their collection development activities, so too can libraries provide automated, large-scale opportunities for patrons' interests to drive routine acquisitions. In short, patron-driven acquisition (PDA) is "a flexible tool that can be used to complement traditional collection development," says Dracine Hodges, head of acquisitions at Ohio State University Libraries.

PDA adds materials through:

Purchases triggered by inter-library loan (ILL) requests. Librarians establish criteria by which book titles submitted by their patrons as ILL borrowing requests will be bought instead of borrowed. Variables include publication date, appropriateness for the collection, price, and availability for quick shipment by an online bookseller or the library's jobber. When the books arrive, they are either lent directly to patrons from the ILL desk or cataloged first and then circulated as usual. This model can include buying nonbook materials such as DVDs if they meet the purchase criteria. Some libraries also fill eligible ILL requests by buying ebook editions when available, then notifying users with access instructions.

Purchases triggered by use after discovery as an ebook. Librarians work with one or more PDA ebook vendors, either directly or through their book jobber, to establish a profile similar to an approval plan. Titles matching the profile are regularly added into the library's catalog. As patrons discover and open the ebooks, the vendor charges the library. Choices vary, but librarians typically set a threshold of several uses on a rental basis; the purchase occurs on the next use after the rental threshold has been reached.

Purchases triggered by selection from a vendor's list.

Some libraries load at least part of their jobber's current book list into their catalog. Patrons can easily request the books that they want, allowing time for shipping.

Mix-and-match option. Librarians choose more than one model for fast access to materials patrons need.

PDA plans offer several advantages for good customer service and an alternative to collection building:

- Most PDA plans can be customized to accommodate different budgets and criteria;

- In some models, the library can offer many more titles than it could ever afford to purchase but only pays for those that are actually used;

- In the ebook model, patrons typically use a relatively low percentage of the total number of titles offered, and the rental fee generally costs less than ILL.

Buying PDA titles often occurs without patrons knowing their reading patterns result in permanent ac-

quisitions. Nick Schenkel, director of the West Lafayette (Ind.) Public Library, says his library's PDA program is "wildly successful." An additional benefit: "Books chosen through our PDA program circulate many times more than most books and media that we purchase through our traditional librarian-led selection process." Academic librarians who analyze their PDA data confirm this pattern.

PDA has also made a difference at the University of Denver Libraries, where Associate Dean Michael Levine-Clark reports: "Because PDA makes it possible to buy only what we need and to pay only for the level of need, it allows us to provide a much broader and deeper collection than we ever could under a traditional collection development model. While PDA can be used to save money, its real value is that it allows libraries to provide a wider range of materials to their users."

Involving users in the selection process does not completely replace the librarian's role in collection development. But it does offer a quick, easy, and effective avenue for adding many titles that not only meet patrons' immediate needs but will also enjoy high use in the future.

—Suzanne M. Ward, head, collection management
Purdue University Libraries

"Books chosen through PDA circulate many times more."

—Nick Schenkel

West Lafayette (Ind.) Public Library

4K Video on Display at CES 2014

The Consumer Electronics Show (CES) is the largest international show of its kind, and the 2014 show, in Las Vegas, was reportedly the biggest ever, with a record 2 million net square feet of exhibit space for more than 3,200 exhibitors and more than 150,000 attendees. Here are some ideas of how the latest CES trends might impact libraries.

3D printing. Over the last two years, 3D printing has been a large component of the growing maker movement, especially in libraries. This year CES dedicated an area of the exhibit hall exclusively to 3D printing.

MakerBot, arguably the most popular 3D-printing manufacturer for libraries, introduced its new line of deposition (spools of melted plastic that are extruded to build layers) printers: the Replicator Mini, the Replicator, and the Replicator Z18. This line featured an enhanced range of offerings and capabilities, including a few safeguards that were absent in previous models.

Although MakerBot dominated the arena, other 3D-printing companies had interesting ideas. Old World Laboratories (OWL) and Formlabs introduced the OWL Nano and Form 1, two examples of laser-based stereolithography printing that are on the rise. Instead of spools of melting plastic, stereolithography machines use a liquid resin that solidifies when hit with a laser of a specific wavelength. The resin, however, can be quite expensive and there is a large potential for vendor lock-in (or reliance on one vendor).

Hyrel 3D also introduced a new kind of 3D printer with a plunger that allows you to print using squishy materials like Play-Doh. Anything with that consistency could be printed—like icing, Sugru (pliable plastic that air-dries), or clay (that is fired in a kiln afterward). This would be ideal for youth programming in libraries.

Mcor has taken an interesting turn on 3D printing by using sheets of paper. Copy paper inserted into the machine serves as material for the layers that create full-color, solid prints. It is essentially a very complex cutting, gluing, and printing machine. However, it's also one of the more expensive machines, starting at \$30,000.

4K video. In the last decade, video has gone from standard 480p resolution, through high definition (HD) of 720p or 1080p, up to 4K (four times the resolution of standard HD broadcast). It doesn't seem likely that consumers will be able to buy 4K video; rather, it seems more likely it will be sold to us via streaming. The only company at CES that announced a plan to distribute 4K video was Netflix. So why does this matter for libraries?



Top: MakerBot's new line of 3D printers. Bottom: Examples of 3D prints made by layering sheets of paper.

While Netflix puts up with libraries, it doesn't usually make deals with us. I'm a little worried that the streaming world we're moving toward, including 4K video, is going to destroy our bandwidth. I don't think libraries have the infrastructure for that. All the video being shown on the CES floor was 4K: displays, monitors, TVs. Despite these probable issues, libraries need to prepare for this trend within the next year.

Wearables. These are items you wear on your body to give you information about yourself or about the world, like Google Glass or Fitbit. Companies from Garmin to Sony are talking about wearable technology, but the showing at CES was largely a display of fancy pedometers and other items that are great for health and fitness but not much else.

"Internet of things." This trend is all about machine-to-machine communication that automates our world. (Think *The Jetsons*.) Much of this technology is focused on home automation: You walk in your door and the lights come on, the temperature changes, etc. But these devices also have the potential to be very useful for libraries in terms of filling budget gaps in areas like security, automa-

tion, and traffic tracking. A small library may be unable to afford a security system but could probably afford a \$100 Dropcam, an IP-based wireless video camera that you can monitor from your computer, smartphone, and tablet.

Other interesting items for libraries at CES included:

- Griffin Multidock, a stackable, chainable, lockable dock that powers and syncs tablets via USB (so you can use a mix of tablets). It also has a wheeled base for purchase so it's easy to move around the library.

- Double (Double Robotics), a remote telepresence robot with an attached iPad. In a library, it can be driven around to assist people remotely using the iPad as an interface to interact through the camera and speaker. This might be particularly useful in larger libraries.

- Stir Kinetic Desk, which takes a step beyond the stand-sit desks that are already on the rise by adjusting to encourage movement. As these health-geared items grow in public spaces, they will also be useful for keeping library staff healthy.

Although this is my fifth year attending CES, it's still a surprise for members of the electronics industry and

Libraries will need more bandwidth and infrastructure to handle the influx of video streaming, especially in 4K.

press that librarians would be interested in this show. Every time I was asked who I was writing for, the people asking had the exact same reaction. First, they would say "Oh, I love libraries! I go to my local library all the time." Then they would stop, hesitate, and say, "So, why are you covering CES for libraries?" While the overall reaction is always positive, it's clear that the industry still doesn't see

libraries as a partner or market, which is a problem for us. Individual companies certainly do, but getting the electronics industry to realize that libraries are a market worth building for would go a long way in getting better tech for our patrons.

Every year that I attend CES, I wonder whether I'll go back next year. It's always full of information, but every year it becomes harder to ignore the crapgadgets and vaporware. Sometimes I find something that's just fascinating and inventive, and that changes the way I consider gadgets and information delivery. That occasional surprise is worth the rest of it.

—JASON GRIFFEY is head of library information technology at the University of Tennessee, Chattanooga. Read his blog, *Pattern Recognition*, at jasongriffey.net/wp. Follow him on Twitter: @griffey.

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NEWSMAKER: JUDY BLUME

Judy Blume's books have been favorites of children and teenagers for three decades. Her 25-plus titles include classics like *Are You There God? It's Me, Margaret* and the Fudge series, featuring put-upon 4th-grader Peter Hatcher and his irrepressible younger brother. Blume is also an outspoken opponent of censorship, a result of attempts through the years to ban her own books, which sometimes explore complicated themes such as grief and sexuality. She is the 2014 spokeswoman for National Library Week in April.



group, why they aren't going to remove a book just because someone says they should. They stand up for their readers' rights. Don't try to threaten them because they won't back down. They are my heroes.

Have you ever changed the mind of someone who wanted to ban a book?

What did you say? I've tried with parents who are freaking out over a chapter in *Superfudge* called "Santa Who?" This is something new. For 25 years almost no one complained about that chapter. No one wrote to say I was ruining Christmas, which was the last thing on my mind when I wrote that chapter. Suddenly, challenges are everywhere. The children involved are often able to read themselves. Some parents say [the children] are 9 or 10 years old. I try to tell parents it's much better if their children find out the truth from them than it is to hear it on the playground or on the school bus, which doesn't mean a family can't enjoy the idea of Santa. But isn't that always the case? Better to learn about sex at home than on the playground, too.

Your work is iconic for a generation of readers. Is it strange when people talk intimately about your characters, or are you used to it by now, like knowing a friend in common? I'm grateful to my readers and am always happy to talk with them about my characters. Yes, it is like having friends in common. I feel the same way about parents and kids reading the same books and talking about the characters. It's a good way to communicate. "What would *Margaret* do?" ■

I know you're not supposed to ask writers this, but how's the current book going?

JUDY BLUME: Slowly! It's never good for me to stop and start, and with this book I've had to do that several times. Two years off to write and produce the *Tiger Eyes* movie. Months away from it for other reasons. But now—now!—this is the year. I'm determined. Actually, I'm close to having a draft I can share with an editor.

Where is it set? You've written before that you only like to use locations in your books that you know well. It's set in Elizabeth, New Jersey, my hometown, in 1951–1952. It's based on real events that happened when I was a young teenager. In some cases locations are as important as characters. Knowing a location really well, even if it isn't an essential part of the story, helps me make it real for my readers. I can't tell you how many readers I've heard from who have tried to visit Peter Hatcher's apartment house in New

York. (Sorry, the *real* apartment house is on a different street.)

You tweeted recently that "tweeting is more fun and less anxiety producing" than writing. What is it about writing that makes you anxious when you've done it for so many years to such great success? I was less anxious at the beginning of my career when I didn't know anything. One book after another poured out spontaneously. I had nothing to lose. It's that spontaneity that I hope for every time, to get lost in the story, lost in the lives of my characters. It's harder when you've met with success. The stakes are higher.

What role do you think libraries should play in combating censorship? I think of libraries as safe havens for intellectual freedom. I think of how many times I've been told about a librarian who saved a life by offering the right book at the right time. Yet librarians often have to be fearless. They have to be ready to explain to an angry person, or



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Leading from All Sides

What makes an effective leader? Sometimes it's not what you think

by Joseph Janes

I'm in a meeting as I write this. (It happens; don't tell anybody I work with, okay?) Don't get the wrong idea... all of our meetings are vital and gripping, and everybody looks forward to them. Just like yours, right? In all seriousness, though, as I sit here, I'm struck by the various roles people play within our organization and particularly the different ways in which my colleagues lead and follow.

This issue celebrates the newest crop of Emerging Leaders. I want to congratulate them all and wish them the best as they make their way in a profession that always benefits from the ideas, the energy, the optimism, and occasionally the ignorance of our newest colleagues.

We've all experienced many kinds of leaders, from the jumping-on-tables, man-the-barricades style to the quiet inspirer to the lead-by-example type. All of which can work (or not—living through the regime of an ineffective leader, while painful and cringe-inducing, can also be a valuable learning experience), and finding one's own style is an essential aspect of developing a "leaderly" approach.

It's widely acknowledged that there are multiple modes of leader-

ship, and typically when we think of "leaders," we think of somebody... leading. At the top, out in front, waving the banner.

But let me offer an alternative idea: leading from the middle. I've seen this happen more than once; the person who isn't chairing a committee or overseeing an organization or initiative, yet who is exert-

ing substantial influence on its direction or activities.

Wait, I hear you saying, "Isn't that just the same thing as being a good committee member or participant?"

Not really. This is more than just showing up, paying attention, doing your homework, checking the box, and fulfilling your expectations and responsibilities. Nor do I mean a palace coup or popular revolution, though when all else fails, those can work too. Been there, done that.

What I mean is someone who is guiding and shaping, moving things forward, articulating a vision and marshaling support for it, creating and innovating, doing something that likely otherwise wouldn't be done. And from the ranks, without the benefit of—or need for—a title or position from which to accomplish that. It's not necessarily subversive or diversionary, but it's tricky since you don't have the benefit of the

machinery of office to turn your ideas into reality.

This style of leadership is more subtle, less overt, and dependent on the power of ideas and the ability to present and advocate for those ideas. You must persuade and sway rather than cudgel or mandate. It's also more interpersonal, more relationship-driven, and, when done well, often barely noticed.

I've seen it done. I was on our school's working group a few years ago to write our vision statements. This can be hard, deadly work. We spun around for a few weeks until somebody, who had been sitting in the corner seemingly detached, started pouring out ideas he had been quietly gleaned from the ongoing discussion. In beautifully crafted prose, this wallflower articulated what we'd been trying to say all along.

Our newest Emerging Leaders now take their places, in a line that stretches back decades, of women and men who have dedicated their professional lives to making librarianship and libraries stronger and more vital to their communities and clienteles. I hope they also embrace the enticing opportunity to remake our profession—and perhaps some of its cherished ideas and institutions—for the times and challenges to come. I can't wait to see how well they do...but that's another story. ■

JOSEPH JANES is associate professor and chair of the Information School of the University of Washington.



We typically think of leaders as those at the top, out in front, waving the banner.

But those who lead from the middle can sometimes accomplish much more.

One Product, Many Users

Finding the widest user experience

by John G. Dove

Terry Winograd, professor of computer science at Stanford University, is one of the top leaders in human-computer interaction. For a dozen years, he has collaborated with the Hasso Plattner Institute of Design (the D School) at Stanford University to present a course on the design of computer- and telecommunication-based applications. All of its courses are presented as collaborations between the D School and other schools or departments at Stanford, and the teams also link up with external organizations.



Recognizing types of users can reveal completely different economies.

I've been lucky to attend the final presentations for two of these courses. In both, students worked toward creating solutions that could be measured in multiple aspects of usability, reporting on how their proposals would demonstrate:

- emotional appeal to the likely users of the product or system;
- measurable effectiveness of the design functionality;
- economic feasibility of the solution; and
- alignment with cultural factors of the intended users.

In the process, an effective design had to take into account that there could be more than one type of user.

In creating reference products for libraries, a publisher must consider the design, usability, and appeal of

the product for students and patrons, as well as its ease of administration by the library staff. A large university library can offer as many as 2,000 separate databases to its students and faculty. On the other end of the spectrum, a small community college library is likely to have dozens of online resources for its students but, in some cases, only a single librarian.

So a deciding factor in how well a product's design will do in both academic environments is its ease of use and ability to integrate with other library resources.

Adding a new online reference product to the suite of online tools available in a library should raise many concerns, including its interface to authentication systems, its tools for reporting usage, the linkages to and from OPACs and learning management systems, and its participation in metasearch and other discovery services.

In some cases, recognizing that there are multiple types of users could allow a completely different approach to the economics of providing an effective reference resource. Two e-resources that stand out in this regard are *Birds of North America* and *The Encyclopedia of Life (EOL)*. Their creators have recognized that many types of users can be served by (and in return can serve) these two encyclopedias. Both have very different functionality for amateurs and scientists.

Alan Poole, editor of *Birds of North America* for the Cornell Lab of Ornithology, calls this system "wiki with gates." He notes that it can provide a specific experience for individual bird enthusiasts and charge a subscription fee that produces significant revenue for running the entire effort. But it also serves professional ornithologists through partnerships with the American Ornithologists' Union and the Ornithological Societies of North America.

Cornell has thus created a living, up-to-date e-resource with appropriate contributions from bird enthusiasts, scientific researchers, editors, and reviewers.

EOL traces its origins to the appeal from biologist E. O. Wilson in his March 2007 TED Talk for documenting all known species of life in a single, networked online encyclopedia. *EOL* is free, but it also implements Poole's idea of "wiki with gates." Different functionalities are available to general visitors, more serious enthusiasts who have registered with *EOL*, and those who have applied to be or have been accepted as curators of *EOL* content. Communities of users interested in specific topics are also able to share ideas and propose specific improvements to this ever-growing work. ■

JOHN G. DOVE has worked for Credo Reference for the past 10 years, first as CEO, then president, and now as senior publisher. This column is an excerpt from his article in the December 2013 eContent Quarterly (alatechsource.org/ecq), where he interviewed key players from iFactory, Credo Reference, and app-maker Reverb on user design.

Asking the Right Questions

Meaningful assessment for learning

by Meredith Farkas

Way back when, a library I worked at had a standard survey we gave to every student at the end of an instruction session. It included a bunch of Likert scale questions like “How satisfied were you with the session?” and “How useful was the session?” We dutifully collected the surveys and someone went through each one and entered the responses into a spreadsheet.

And there it sat.

We never used the data for anything, and I’m not sure what changes we could have made based on a satisfaction survey that didn’t tell us whether and what the students learned.

Putting data to use

These days, more and more people understand that assessment data can be used to improve library services and that it’s a critical tool in the effort to remain a vital part of our communities. It can also help us learn more about our patrons and advocate for things like increased staffing, improved facilities, and more library instruction. It can be used to demonstrate the value the library provides to the community.

We already collect a lot of data in libraries: collection size, book checkouts, database hits, gate counts, reference desk transactions, and much more. While the data most libraries collect tells a story, it rarely tells us how the library is used, by whom, and what impact it

has on their lives and learning. Often the things that are easiest to measure are not the ones that provide the information we need most.

Now, I often use minute papers in my teaching. A minute paper asks students to quickly answer two or three questions about the instruction session, such as “What is the most valuable thing you learned today?” and “What was unclear or what do you still have questions about?” They’re quick and easy for students to fill out, whether on paper or online, and I learn so much from them. I discover what topics I covered that students found valuable and what I either didn’t cover well enough or should cover the next time I teach.

Sometimes the problem isn’t that you’re collecting the wrong data; it’s that you’re not sharing it with the right people. For example, interlibrary loan (ILL) data is incredibly useful to share with librarians responsible for collection development. At many libraries, this simply isn’t a regular part of the workflow. ILL data gives me, as a subject librarian, a clear sense of the subject areas in which our collection is not meeting patron needs and where I should be focusing my purchasing efforts.

As these examples demonstrate, assessments don’t always have to be intricately designed and time-consuming for respondents. Librarians

should approach any assessment effort by first asking themselves what information they are seeking. They may find that they already have the data they need; if not, they will be better

able to design an assessment tool with a specific goal in mind.

Meaningful assessment requires a work environment where it’s okay to fail, so long as you learn from it. Assessments will sometimes tell you that your project did not have a positive impact, and that may scare people away from doing valuable assessment work. In a true learning culture, where experimentation and failure are accepted, assessment will be focused on improvement, not accountability, and people will not fear what they may learn from the results.

In this era of accountability and accreditation, it’s easy to lose sight of why we collect data and do assessment. Keeping the focus on learning and improvement is the key to doing meaningful assessment that will make your library better. And in an ever-changing information environment, any library not assessing its services runs the risk of becoming irrelevant to its community. ■



Most library data rarely tells how visits impact users.

MEREDITH FARKAS is head of instructional services at Portland (Oreg.) State University. She blogs at *Information Wants to Be Free* and created *Library Success: A Best Practices Wiki*. Contact her at librarysuccess@gmail.com.



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OCLC congratulates the 2014 Emerging Leaders
as they pioneer a vibrant future for libraries.



2014

EMERGING LEADERS



They're the new faces greeting you at the reference desk, shelving books in the stacks, and experimenting with fresh ideas behind the scenes. These are the library world's rising stars, the generation that will move, shape, and influence the present and future of the Association and the library profession.

These are the American Library Association's Emerging Leaders of 2014.

Initiated in 1997 as a one-year program under former ALA President Mary R. Somerville and revived in 2006 under former ALA President Leslie Burger, the Emerging Leaders program recognizes the best and brightest new leaders in our industry. It's open to those new to the library profession with fewer than five years of experience working at a professional or paraprofessional level in a library. The program allows these stars to get on the

fast track to ALA and professional leadership, participate in project-planning work groups, network with peers, gain an inside look into ALA structure, and have an opportunity to serve the profession in a leadership capacity early in their careers.

The 56 honorees in the Emerging Leaders class of 2014 represent a wide variety of libraries and professional specialties. Their diversity is their strength, shining a bright beacon into the futures of both the ALA and the library world.

Photos: ALA Cognates

2014 american libraries


EMERGING LEADERS



KATELYN ANGELL
Brooklyn, NY

2014 american libraries


EMERGING LEADERS



LAURA ARNHOLD
King of Prussia, PA

2014 american libraries

EMERGING LEADERS



TAMECA BECKETT
Laurel, DE

2014 american libraries

EMERGING LEADERS



ERIN BERMAN
San José, CA



2014 american libraries

EMERGING LEADERS



NATALY BLAS
Greensboro, NC

2014 american libraries

EMERGING LEADERS



SANDY BRAND
Toney, AL

2014 american libraries

EMERGING LEADERS



BRETAGNE BYRD
Helena, MT

2014 american libraries

EMERGING LEADERS



AMBER CONGER
Columbia, SC

TAMECA BECKETT

Position: Youth Services Librarian

Name of library: Laurel (Del.) Public Library

What is your primary information specialty? Youth Services

Where do you see yourself in 5 years? I hope to be finishing my PhD and working in a position of leadership on a local, national, and international level.

Fill in the blank: Triple grande caramel brûlée is my favorite!

Who's your hero? I believe heroes walk among us; unrecognized, average people who are making a difference in the world.



LAURA ARNHOLD

Position: Children's Librarian

Name of library: Upper Merion Township Library, King of Prussia, Pennsylvania

What are your goals as an Emerging Leader? To challenge myself, network with amazing librarians, and become a more active member of ALA and PLA

What is your primary information specialty? Early literacy and children's literature

What inspired you to become a librarian? There was never another option: I grew up surrounded by books, loved visiting the library, and begged to start working in one.



KATELYN ANGELL

Position: Reference and Instruction Librarian

Name of library: Long Island University, Brooklyn (N.Y.) Campus Library

What are your goals as an Emerging Leader? To cultivate leadership skills, form connections with other Emerging Leaders, and collaborate on exciting projects

What is your primary information specialty? Reference and instruction with a subject specialty in psychology

Fill in the blank: Subject headings are my favorite!

Who are your heroes? My parents



NATALY BLAS

Position: Diversity Resident Librarian

Name of library: Walter Clinton Jackson Library in Greensboro, North Carolina

What are your goals as an Emerging Leader? To grow professionally, participate and network with other leaders in our profession, and have fun

What is your primary information specialty? Business and social sciences

Who's your hero? My mother. She is compassionate, independent, and awesome.

What's your favorite place in the library? The reference desk



ERIN BERMAN

Position: Librarian

Name of library: Berryessa and Evergreen Libraries, San José, California

What are your goals as an Emerging Leader? World domination. Or at the very least to learn leadership skills that will aid me in providing stellar library services to my community

What is your primary information specialty? Online resources and YA

Where do you see yourself in 5 years? Continuing to make a difference and working my way toward library management



AMBER CONGER

Position: Business and Job Center Librarian

Name of library: Richland Library, Columbia, South Carolina

What are your goals as an Emerging Leader? To learn new approaches to become a more effective problem-solver in my library and professional associations

What is your primary information specialty? Reference, workforce development, and programming

What's your favorite place in the library? I love to wander around the travel section and daydream about places I have yet to visit.



BRETAGNE BYRD

Position: Bookmobile Librarian

Name of library: Lewis and Clark Library, Helena, Montana

What are your goals as an Emerging Leader? To connect with and learn from librarians who are doing great things all over this country

What is your primary information specialty? Outreach services

Where do you see yourself in 5 years? Working in public library outreach

What author do you want to have dinner with? Jane Yolen



SANDY BRAND

Position: Library Media Specialist

Name of library: Sparkman Middle School, Toney, Alabama

What are your goals as an Emerging Leader? To meet and build relationships with librarians of different specialties and apply what I learn to both my role as a school librarian as well as our profession


What is your primary information specialty? Teaching 21st-century library and research skills

Name something that few colleagues know about you. I've been skydiving.



2014
american
libraries


EMERGING LEADERS



ANDREW COULON
Jacksonville, FL

2014
american
libraries

EMERGING LEADERS



SOJOURNA J. CUNNINGHAM
Knoxville, TN

2014
american
libraries

EMERGING LEADERS



KRISTEN CURÉ
Springfield, OR

2014
american
libraries

EMERGING LEADERS



JONATHAN DASO
Oxford, GA



2014
american
libraries

EMERGING LEADERS



TEGAN DAVIS
Park City, UT

2014
american
libraries


EMERGING LEADERS



KYLE DENLINGER
Winston-Salem, NC

2014
american
libraries

EMERGING LEADERS



KATY DIVITTORIO
Denver, CO

2014
american
libraries

EMERGING LEADERS



BETH EBENSTEIN MULCH
Alexandria, VA

EMERGING
LEADERS

2014

libraries

KRISTEN CURÉ

Position: Latino Liaison Librarian and Springfield Arts Commission Liaison

Name of library: Springfield (Ore.) Public Library

What are your goals as an Emerging Leader? To become active on a national level while at the same time making more professional connections in my home state

What is your primary information specialty? Latino and Spanish-language services, community outreach, and youth services

What inspired you to become a librarian? My experiences in the Peace Corps

EMERGING
LEADERS

2014

libraries

SOJOURNA J.
CUNNINGHAM

Position: Diversity Resident Librarian/Research Assistant Professor

Name of library: University of Tennessee, Knoxville

What is your goal as an Emerging Leader? To gain experience in organizational leadership

What is your primary information specialty? Library assessment and public services

What author do you want to have dinner with? Judy Blume or Harper Lee

EMERGING
LEADERS

2014

libraries

ANDREW COULON

Position: E-Library Specialist

Name of library: Jacksonville (Fla.) Public Library

What is your goal as an Emerging Leader? To engage in conversation about the future of libraries in an information economy

What is your primary information specialty? Technology and web services

What inspired you to become a librarian? Libraries are in transition, and experimentation with methods and services is possible.

What is your favorite social media tool? Real life. It's where things actually happen.

EMERGING
LEADERS

2014

libraries

TEGAN DAVIS

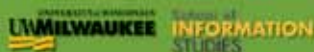
Position: Youth and Spanish Services Librarian

Name of library: Park City (Utah) Library

What are your goals as an Emerging Leader? To become more involved in ALA and enhance my skills as an effective communicator, initiator, and participant in collaborative projects

What is your primary information specialty? Early childhood literacy; youth and Spanish services

What is your favorite social media tool? Diaspora for its privacy policy

EMERGING
LEADERS

2014

libraries

JONATHAN DASO

Position: Library Specialist

Name of library: Oxford (Ga.) College Library

What are your goals as an Emerging Leader? To learn more about how ALA works behind the scenes, meet new people in the field, and work on a project that expands my horizons of what it means to work in a library

What is your primary information specialty? Foreign language, Spanish and Latin American literature, and Chinese literature

What author do you want to have dinner with? Banana Yoshimoto

EMERGING
LEADERS

2014

libraries

BETH EBENSTEIN
MULCH

Position: Librarian

Name of library: T.C. Williams High School, Alexandria, Virginia

What are your goals as an Emerging Leader? To connect with other awesome librarians and share ideas

What is your primary information specialty? Teaching 21st-century library skills, including digital literacy

Where do you see yourself in 5 years? Running the show and taking it on the road

EMERGING
LEADERS

2014

libraries

KATY DIVITTORIO

Position: Lead, Assessment, and Financial Systems

Name of library: Auraria Library, University of Colorado, Denver

What are your goals as an Emerging Leader? To connect with other passionate information professionals, grow as a leader, and become more involved in ALA

What is your primary information specialty? E-resources, serials, and assessment

Fill in the blank: Vegan restaurants are my favorite!

EMERGING
LEADERS

2014

libraries

KYLE DENLINGER

Position: eLearning Librarian

Name of library: Z. Smith Reynolds Library, Wake Forest University, Winston-Salem, North Carolina

What are your goals as an Emerging Leader? To learn and work alongside some inspiring peers

What is your primary information specialty? Instructional tech, online learning

Where do you see yourself in 5 years? Teaching online for students studying abroad...on Mars



2014
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libraries

EMERGING LEADERS



JENIFER FRENCH
Shreveport, LA

2014
american
libraries

EMERGING LEADERS



ANNIE GAINES
Moscow, ID

2014
american
libraries

EMERGING LEADERS



DOLLY GOYAL
Belmont, CA

2014
american
libraries

EMERGING LEADERS



BRIAN D. HART
Charlotte, NC



2014
american
libraries

EMERGING LEADERS



ERIN HUFFMAN
Westerville, OH

2014
american
libraries

EMERGING LEADERS



ARIANA HUSSAIN
Washington, D.C.

2014
american
libraries


EMERGING LEADERS



BIANNA INE RYAN
Washington, D.C.

2014
american
libraries

EMERGING LEADERS



MATT KRUEGER
Rochester, NY

EMERGING
LEADERS

2014

libraries

DOLLY GOYAL

Position: Teen Services Librarian

Name of library: Belmont (Calif.) Library, San Mateo County

What are your goals as an Emerging Leader? To learn about different aspects of the profession and work towards a goal that will help improve the Association

What is your primary information specialty? Teen services, programming, and outreach

Where do you see yourself in 5 years? Managing a branch in a diverse community



EMERGING
LEADERS

2014

libraries

ANNIE GAINES

Position: Scholarly Communications Librarian

Name of library: University of Idaho Library, Moscow

What are your goals as an Emerging Leader? To learn from my peers, engage in meaningful projects, and be inspired

What is your primary information specialty? Scholarly communication

What inspired you to become a librarian? The public library in my rural hometown, which served as a beacon of equal access amid tough circumstances



EMERGING
LEADERS

2014

libraries

JENIFER FRENCH

Position: Branch Manager

Name of library: Shreve Memorial Library, North Shreveport (La.) Branch

What are your goals as an Emerging Leader? To meet and work with like-minded librarians and be inspired to do things outside of my comfort zone

What is your primary information specialty? Public libraries, management, and adult programming

Name something that few colleagues know about you. I really love the number 8.



EMERGING
LEADERS

2014

libraries

ERIN HUFFMAN

Position: Youth Librarian

Name of library: Westerville (Ohio) Public Library

What are your goals as an Emerging Leader? To meet new people, learn valuable leadership skills, and find my place in ALA

What is your primary information specialty? Children's and teen collections and early literacy education

What inspired you to become a librarian? My hunger for information and education and desire to share my passion with others



EMERGING
LEADERS

2014

libraries

BRIAN D. HART

Position: Youth Services Librarian

Name of library: Charlotte (N.C.) Mecklenburg Library

What are your goals as an Emerging Leader? To develop professionally and meet others in the field with similar goals

What is your primary information specialty? Community engagement and youth services

Name something that few colleagues know about you. When I was 8 years old, I was in the movie *Separate but Equal*, starring Sidney Poitier.



EMERGING
LEADERS

2014

libraries

MATT KRUEGER

Position: YA Services Librarian

Name of library: Irondequoit Public Library, Rochester, New York

What are your goals as an Emerging Leader? To learn how I can have the greatest positive impact on people's lives through libraries. I'd also love to be on the Newbery Committee someday!

What is your primary information specialty? Children's and young adult literature

Where do you see yourself in 5 years? Writing a book (and working at the library!)



EMERGING
LEADERS

2014

libraries

BIANNA INE RYAN

Position: Research Librarian

Name of library: John T. Hughes Library, Defense Intelligence Agency/National Intelligence University, Washington, D.C.

What are your goals as an Emerging Leader? To enhance my project management skills and work on endeavors outside of the "traditional" library realm

What is your primary information specialty? Reference and research (intelligence studies)

Who are your heroes? My grandmothers



EMERGING
LEADERS

2014

libraries

ARIANA HUSSAIN

Position: Children's Librarian

Name of library: D.C. Public Library, Washington, D.C.

What are your goals as an Emerging Leader? To become more familiar with committees and groups within ALA and serve the library profession and its constituents

What is your primary information specialty? Children's services

What's your favorite place in the library? The children's room, especially when it's quiet, which is almost never



2014
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EMERGING LEADERS



AARON LaFROMBOISE
Browning, MT

2014
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EMERGING LEADERS



HANNA LEE
Princeton, NJ

2014
american
libraries

EMERGING LEADERS



REBECCA LEONHARD
Leysin, Switzerland

2014
american
libraries

EMERGING LEADERS



KATE LEUSCHKE BLINN
Richmond, IN



2014
american
libraries


EMERGING LEADERS



**MARÍA DE LURDY (MARI)
MARTÍNEZ SERRANO**
St. Helena, CA

2014
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libraries

EMERGING LEADERS



JOY KELLER McGEHEE
Lisle, IL

2014
american
libraries

EMERGING LEADERS



LAURA MILLER
Richmond, VA

2014
american
libraries

EMERGING LEADERS



ANNIE PHO
Chicago, IL

EMERGING
LEADERS

2014

libraries

REBECCA LEONHARD

Position: Director**Name of library:** Leysin American School Libraries, Leysin, Switzerland**What are your goals as an Emerging Leader?** To meet new librarians, improve my leadership skills, and learn about amazing things being done at other libraries**What is your primary information specialty?** Access services and emerging technologies**Name something that few colleagues know about you.** I have a library card for the Szabó Ervin Library in Budapest, Hungary.UNIVERSITY OF WISCONSIN
MILWAUKEE
SCHOOL OF INFORMATION
STUDIESEMERGING
LEADERS

2014

libraries

HANNA LEE

Position: Youth Services Librarian**Name of library:** Princeton (N.J.) Public Library**What are your goals as an Emerging Leader?** To meet other passionate, diverse library folk and do something amazing**What is your primary information specialty?** Youth services**Where do you see yourself in 5 years?** Connecting youth of all ages to resources while continuing to challenge myself and learn new skillsUNIVERSITY OF WISCONSIN
MILWAUKEE
SCHOOL OF INFORMATION
STUDIESEMERGING
LEADERS

2014

libraries

AARON LaFROMBOISE

Position: Library Technician**Name of library:** Medicine Spring Library, Browning, Montana**What are your goals as an Emerging Leader?** To meet professionals outside of the college library realm and be introduced to ALA**What is your primary information specialty?** Reference**Name something that few colleagues know about you.** I was the only girl in my father's family until I was 24.UNIVERSITY OF WISCONSIN
MILWAUKEE
SCHOOL OF INFORMATION
STUDIESEMERGING
LEADERS

2014

libraries

MARÍA DE LURDY (MARI)
MARTÍNEZ SERRANO**Position:** Spanish Services Associate**Name of library:** St. Helena (Calif.) Public Library**What is your goal as an Emerging Leader?** To advocate for more multicultural diversity and cultural competency in the library workforce, collections, and programming**What is your primary information specialty?** Creating Spanish/bilingual programs and Spanish collection development**Who's your hero?** Pura BelpréUNIVERSITY OF WISCONSIN
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SCHOOL OF INFORMATION
STUDIESEMERGING
LEADERS

2014

libraries

KATE LEUSCHKE BLINN

Position: Academic Outreach Librarian**Name of library:** Lilly Library, Earlham College, Richmond, Indiana**What are your goals as an Emerging Leader?** To meet young innovative colleagues and become more familiar with ALA**What is your primary information specialty?** Research help and library instruction for the social sciences**Where do you see yourself in 5 years?** Still helping students and trying new instruction ideasUNIVERSITY OF WISCONSIN
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STUDIESEMERGING
LEADERS

2014

libraries

ANNIE PHO

Position: Academic Resident Librarian**Name of library:** University of Illinois, Chicago**What are your goals as an Emerging Leader?** To learn, network, and contribute to a great project**What is your primary information specialty?** Library instruction**Where do you see yourself in 5 years?** Working as a coordinator of an instruction program in an academic library**Fill in the blank:** Cats are my favorite! Cats.UNIVERSITY OF WISCONSIN
MILWAUKEE
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STUDIESEMERGING
LEADERS

2014

libraries

LAURA MILLER

Position: Freelance Library Marketer**What are your goals as an Emerging Leader?** To gain library leadership experience and network with up-and-coming library professionals**What is your primary information specialty?** Marketing library resources**Where do you see yourself in 5 years?** Working in a special library that combines my two passions: resource management and animal rights**Fill in the blank:** Soup days are my favorite!UNIVERSITY OF WISCONSIN
MILWAUKEE
SCHOOL OF INFORMATION
STUDIESEMERGING
LEADERS

2014


libraries

JOY KELLER MCGEHEE

Position: Science Outreach Librarian**Name of library:** Benedictine University Library, Lisle, Illinois**What are your goals as an Emerging Leader?** To hone my leadership skills, become involved in LIS organizations, and get to know others who share my interests**What is your primary information specialty?** Information research, instruction, reference, and user services, with a special interest in science, health sciences, foods, and nutritionUNIVERSITY OF WISCONSIN
MILWAUKEE
SCHOOL OF INFORMATION
STUDIES

2014
american
libraries

EMERGING LEADERS



RAYMOND PUN
Shanghai, China

2014
american
libraries

EMERGING LEADERS



DANIEL RANSOM
Oakland, CA

2014
american
libraries

EMERGING LEADER



ASHLEY RAYNER
Elmhurst, IL

2014
american
libraries

EMERGING LEADERS



KARA RILEY
Daytona Beach, FL



2014
american
libraries

EMERGING LEADERS



TEZENO LYNETTE ROBERSON
Dallas, TX

2014
american
libraries

EMERGING LEADERS



BEN RODRIGUEZ
Chicago, IL

2014
american
libraries


EMERGING LEADERS



LEILA JUNE ROD-WELCH
Cedar Falls, IA

2014
american
libraries

EMERGING LEADERS



JILLIAN ELYSE RUDES
New York City, NY

EMERGING
LEADERS

2014

LIBRARIES

ASHLEY RAYNER

Position: Library Technology Specialist**Name of library:** A. C. Buehler Library, Elmhurst (Ill.) College**What are your goals as an Emerging Leader?** To network and grow as both a leader and a member of the profession**What are your primary information specialties?** Technology, information literacy, and social media**Where do you see yourself in 5 years?** In a hybrid role of reference librarian and information technology specialistEMERGING
LEADERS

2014

LIBRARIES

DANIEL RANSOM

Position: Librarian for Research and Electronic Resources**Name of library:** Cushing Library, Holy Names University, Oakland, California**What are your goals as an Emerging Leader?** To roll up my sleeves on behalf of professional librarianship**What is your primary information specialty?** Instruction and reference**What author do you want to have dinner with?** George R. R. Martin, as long as it's not at a weddingEMERGING
LEADERS

2014

LIBRARIES

RAYMOND PUN

Position: Reference and Research Services Librarian**Name of library:** New York University Shanghai Library**What are your goals as an Emerging Leader?** To collaborate with other Emerging Leaders in designing and implementing projects that may benefit the library community**What is your primary information specialty?** Reference, research, and instructional services**Fill in the blank:** Free candy is my favorite!EMERGING
LEADERS

2014

LIBRARIES

TEZENO LYNETTE
ROBERSON**Position:** Senior Librarian**Name of library:** Dallas Public Library**What are your goals as an Emerging Leader?** To continue to learn and grow as a librarian, interact with other librarians, and develop more leadership skills**What is your primary information specialty?** Reference**Name something that few colleagues know about you.** I practice yoga and hope to become a yoga teacher someday.EMERGING
LEADERS

2014

LIBRARIES

KARA RILEY

Position: Customer Development Librarian**Name of library:** Florida Bureau of Braille and Talking Books Library, Daytona Beach, Florida**What are your goals as an Emerging Leader?** To network with peers and learn valuable problem-solving strategies**What is your primary information specialty?** Accessible library services for individuals with disabilities**Fill in the blank:** Milk glass vases are my favorite!EMERGING
LEADERS

2014

LIBRARIES

JILLIAN ELYSE RUDES

Position: Library Media Specialist**Name of library:** The Aaron School, New York City, New York**What are your goals as an Emerging Leader?** To enhance my leadership skills, to support AASL, and network with librarians**What is your primary information specialty?** Young adult literature**What is your favorite social media tool?** My favorite social media tool is Twitter because I enjoy tweeting about the books that I am currently reading.EMERGING
LEADERS

2014

LIBRARIES

LEILA JUNE ROD-WELCH

Position: Outreach Services Librarian/Assistant Professor**Name of library:** Rod Library, Cedar Falls, Iowa**What are your goals as an Emerging Leader?** To meet others and become a better librarian**What is your primary information specialty?** Library outreach and reference**Where do you see yourself in 5 years?** Working at Rod Library and making it a more sought-after destinationEMERGING
LEADERS

2014

LIBRARIES

BEN RODRIGUEZ

Position: Technology Manager**Name of library:** Allstate Investments, Chicago, Illinois**What are your goals as an Emerging Leader?** To expand my network among librarians and offer solutions to pressing problems**What is your primary information specialty?** Investment data born digitally**Name something that few colleagues know about you.** I'm hypercompetitive but don't mind losing.

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libraries

EMERGING LEADERS



**SORAYA
SILVERMAN-MONTANO**
Las Vegas, NV

2014
american
libraries

EMERGING LEADERS



KAI ALEXIS SMITH
New York City, NY

2014
american
libraries

EMERGING LEADERS



ASHLEY SMOLINSKI
Albany, NY

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libraries

EMERGING LEADERS



MORGAN SOHL
Lincoln City, OR



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american
libraries

EMERGING LEADERS



KELLY STADE
St. Louis Park, MN

2014
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libraries

EMERGING LEADERS



JEAN STOCK
Mount Laurel, NJ

2014
american
libraries

EMERGING LEADERS



SAM SUBER
Helena, MT

2014
american
libraries

EMERGING LEADERS



LINDSEY TAGGART
Springfield, MO

EMERGING
LEADERS

2014

LIBRARIES

ASHLEY SMOLINSKI

Position: MSIS Graduate Student, SUNY University, Albany, New York

What are your goals as an Emerging Leader? To make a difference, meet great people, and bring something creative and new to the table

What is your primary information specialty? Information literacy instruction and instructional design

Where do you see yourself in 5 years? I'd like to teach information literacy to undergraduates while writing my first children's book.

EMERGING
LEADERS

2014

LIBRARIES

KAI ALEXIS SMITH

Position: Adjunct Reference Librarian

Name of library: CUNY Graduate Center, New York City

What are your goals as an Emerging Leader? To refine my leadership and project management skills and be active in ALA and mentoring

What is your primary information specialty? Reference services with a subject specialty in art, art history, and architecture

Name something that few colleagues know about you. As a child, I lived on Dewey Street.

EMERGING
LEADERS

2014

LIBRARIES

SORAYA SILVERMAN-MONTANO

Position: Youth Services Librarian

Name of library: Summerlin Library, Las Vegas, Nevada

What are your goals as an Emerging Leader? To gain new insights, learn leadership skills, network with peers and professionals, and become more heavily involved with ALA

What is your primary information specialty? Youth services

What inspired you to become a librarian? My love of reading and how beneficial it was to me as I was growing up

EMERGING
LEADERS

2014

LIBRARIES

KELLY STADE

Position: Senior Librarian

Name of library: Hennepin County Library, St. Louis Park (Minn.) Library

What are your goals as an Emerging Leader? To engage with and be inspired by library leaders from across the country

What is your primary information specialty? Youth services and community connections

Where do you see yourself in 5 years? Managing a Hennepin County Library branch and building community and library support

EMERGING
LEADERS

2014

LIBRARIES

MORGAN SOHL

Position: Reference Librarian

Name of library: Driftwood Public Library, Lincoln City, Oregon

What are your goals as an Emerging Leader? To gain leadership and management experience and get involved in professional organizations to advocate for libraries

What is your primary information specialty? Reference, readers' advisory, cataloging, and collection development

What authors do you want to have dinner with? David Sedaris or Sarah Vowell

EMERGING
LEADERS

2014

LIBRARIES

LINDSEY TAGGART

Position: Library Assistant

Name of library: Francis D. Jones Library, Forest Institute of Professional Psychology, Springfield, Missouri

What are your goals as an Emerging Leader? To meet some awesome librarians and learn about current issues in our field

What is your primary information specialty? I'm a jack of most trades

Where do you see yourself in 5 years? Finding ways for libraries and librarians to work toward social justice

EMERGING
LEADERS

2014

LIBRARIES

SAM SUBER

Position: Cataloging and Metadata Specialist

Name of library: Montana State Library, Helena

What are your goals as an Emerging Leader? To gain better communication skills to lead, understand organizational behavior, and tackle project management

What is your primary information specialty? Web archiving, digital libraries, and metadata

What's your favorite place in the library? The public computer area

EMERGING
LEADERS

2014

LIBRARIES

JEAN STOCK

Position: Library Media Specialist

Name of library: Larchmont Elementary Library, Mount Laurel, New Jersey

What are your goals as an Emerging Leader? To learn how to assemble and motivate a team that can develop a great idea and take it from dream to reality

What is your primary information specialty? Children's services

What inspired you to become a librarian? The potential to give all children the chance to read, explore, and create



2014
american
libraries

EMERGING LEADERS



KATE TKACIK
Chicago, IL

2014
american
libraries

EMERGING LEADERS



MONNEE TONG
San Diego, CA

2014
american
libraries

EMERGING LEADERS



ERICA WINTER TYLER
Charlotte, NC

2014
american
libraries

EMERGING LEADERS




ANGELA VAN BATAVIA
Kansas City, MO



2014
american
libraries

EMERGING LEADERS



SHAWN WALSH
Madison, OH

2014
american
libraries

EMERGING LEADERS



ZARA WILKINSON
Camden, NJ

2014
american
libraries

EMERGING LEADERS



LACY S. WOLFE
Arkadelphia, AR

2014
american
libraries

EMERGING LEADERS



SARA ZETTERVALL
Minneapolis, MN

EMERGING
LEADERS

2014

libraries

ERICA WINTER TYLER

Position: Circulation Assistant**Name of library:** Charlotte (N.C.) School of Law**What are your goals as an Emerging Leader?** To build a strong network with other LIS students and professionals and learn more about the structure of the ALA**What is your primary information specialty?** Emerging technologies**Who's your hero?** Ruth Benedict. She was instrumental in paving the way for female anthropologists.EMERGING
LEADERS

2014

libraries

MONNEE TONG

Position: Librarian**Name of library:** San Diego Public Library**What are your goals as an Emerging Leader?** To be a more informed and articulate advocate for libraries and librarians, and meet lots of intelligent and inspiring professionals!**What is your primary information specialty?** Art, music, and recreation (the 700s!)**Where do you see yourself in 5 years?** I see myself becoming a leader—as a mentor, manager, and activist in public librarianship.EMERGING
LEADERS

2014

libraries

KATE TKACIK

Position: Research Analyst/Information Specialist**Name of Library:** BMO Business Research Group, Chicago, Illinois**What are your goals as an Emerging Leader?** To make meaningful connections and do good work**What is your primary information specialty?** Business reference**What is your favorite social media tool?** Tumblr. It's the best baby that Twitter and WordPress didn't know they had.EMERGING
LEADERS

2014

libraries

SHAWN WALSH

Position: Emerging Services and Technologies Librarian**Name of library:** Madison (Ohio) Public Library**What are your goals as an Emerging Leader?** To network and become more active in ALA**What is your primary information specialty?** Geek culture**Where do you see yourself in 5 years?** As a library director or department head**Fill in the blank:** Kimchi is my favorite!EMERGING
LEADERS

2014

libraries

ANGELA VAN BATAVIA

Position: Library Media Specialist**Name of library:** English Landing Elementary School Library, Kansas City, Missouri**What are your goals as an Emerging Leader?** To expand my knowledge base, build a network of peers, and gain a better understanding of the similarities and differences between public and school librarians**What is your primary information specialty?** Implementation and use of educational online resources**Who's your hero?** Margaret SangerEMERGING
LEADERS

2014

libraries

SARA ZETTERVALL

Position: Associate to the University Librarian**Name of library:** University of Minnesota Libraries, Minneapolis**What are your goals as an Emerging Leader?** To connect with librarians of all backgrounds who are passionate about their work**What is your primary information specialty?** Whole person librarianship**What inspired you to become a librarian?** How much I relied on my public library when I was fresh out of college and brokeEMERGING
LEADERS

2014

libraries

LACY S. WOLFE

Position: Reference and Circulation Librarian and Assistant Professor**Name of library:** Riley-Hickingbotham Library, Ouachita Baptist University, Arkadelphia, Arkansas**What are your goals as an Emerging Leader?** To network and participate in the national library conversation**What is your primary information specialty?** Reference and library instruction**What inspired you to become a librarian?** My need to immerse myself in the written wordEMERGING
LEADERS

2014

libraries

ZARA WILKINSON

Position: Reference and Instruction Librarian**Name of library:** Paul Robeson Library, Rutgers University, Camden, New Jersey**What are your goals as an Emerging Leader?** To meet other new professionals and discover opportunities to become involved in ALA and ACRL**What is your primary information specialty?** Reference, instruction, and outreach**Name something that few colleagues know about you.** I have seen more than 10 different film adaptations of *Hamlet*.



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THE LEADER IN ONLINE EDUCATION

Midwinter attendees show their support and excitement during the Youth Media Awards ceremony.



Midwinter 2014

Libraries as Catalysts

Attendees talk community transformation, technology, and public engagement

By Greg Landgraf

▶ Video available at youtube.com/user/AmLibraryAssociation/videos

Community transformation and increased engagement between libraries and the communities they serve received major focus at the 2014 Midwinter Meeting and Exhibits. More than 12,000 attendees—up about 1,500 from last year—braved Philadelphia’s wintry weather to partake in discussions about libraries’ roles in community engagement, transforming communities, and serving as catalysts for innovation.

In response to the lack of certified library staff in Philadelphia schools, ALA President Barbara Stripling, in partnership with the Free Library of Philadelphia and a loose coalition of library groups—including the

Pennsylvania Library Association, the Pennsylvania School Librarians Association, the New Jersey Library Association, the New Jersey Association of School Librarians—hosted public signings of the Declaration for the Right to Libraries at the Free Library of Philadelphia and the Library Company of Philadelphia. The Declaration is the cornerstone document of Stripling’s presidential initiative, “Libraries Change Lives,” and is designed to “build the public will and sustained support for America’s right to libraries of all types—academic, special, school, and public.”

ALA Past President Maureen

Sullivan offered an update on her “Libraries Transforming Communities” presidential initiative, which has provided training and community engagement tools to more than 300 library leaders since its launch at Midwinter in 2013.

In the same vein, Cheryl Gorman of the Harwood Institute for Public Innovation, a partner in this initiative, and Harwood Certified Coach Carlton Sears presented “Turning Outward to Lead Change in Your Community: Aspirations.” Gorman and Sears discussed how libraries can leverage their trusted position in the community to engage people on important issues.

Photos: ALA Cognates

As part of the ALA Masters Series, which consists of fast-paced, 45-minute sessions from experts in a variety of library specialties giving insights into hot trends, Pima County (Ariz.) Public Library Social Media Librarian Lisa Bunker presented “The Library as a Catalyst for Innovation.” This session served as an upbeat call to libraries and librarians to be active in bringing people together, supporting innovation, and developing dynamic, community-transforming partnerships. Bunker described Pima County’s Catalyst Café, which hosts programs on innovation for individuals, nonprofits, and small businesses. One such program was the finale of a two-day “School of Start-Up” weekend, which helped teens imagine and design viable entrepreneurial projects and pitch them to local venture capitalists.


At the Washington Office Update, Guardian (US) National Security Editor Spencer Ackerman discussed the National Security Agency leak and how the revelations have affected the public, legislators, and other stakeholders. Washington Office staff also provided updates on critical information for library advocates, including cybersecurity, federal library funding, open access, and the e-rate.

Americans strongly believe in the value of libraries, according to a 2013 survey presented by the Pew Research Center’s Internet and American Life Project Director Lee Rainie. Among more than 6,000 people surveyed, 91% said libraries are important to the community and 76% said libraries are important to them and their families. Only one in five, however, is fully aware of the services that libraries offer. The survey also detailed shifts in library usage: Compared with 2012, the number of people who reported

visiting a library or bookmobile dropped 5%, but the number of library website users increased 5%.

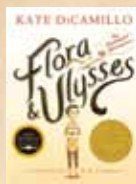
Stripling’s President’s Program featured Andrew Slack, cofounder and executive director of the Harry Potter Alliance (HPA), a coalition of fandom leaders who are passionate about the power of story to inspire and effect social change. Slack discussed the importance of making “civic engagement as compelling as entertainment” and invited attendees to join HPA’s Library Chapters to encourage civic-minded youth to

use libraries as meeting spaces.

“I like to think of our country as nerve cells, and libraries are the synapses that connect us. When we don’t use them, it’s the equivalent of being brain-dead,” he said. “I am speaking before the most powerful group in the universe.” 

Stripling also moderated a panel discussion about hosting TEDx events in libraries. TEDx talks are independently hosted TED (Technology, Entertainment, Design) Talk-like events conducted at the local level. “Engaging community is

Youth Media Awards



As always, the Monday morning announcement of the Youth Media Awards was one of the highlights of Midwinter. This year’s John Newbery Medal for the most outstanding contribution to children’s literature went to *Flora & Ulysses: The Illuminated Adventures* by Kate DiCamillo and illustrated by K. G. Campbell. *Locomotive*, written and illustrated by Brian Floca, won the Randolph Caldecott Medal for most distinguished American picture book for children.

More than 20 awards were announced at the ceremony. Among the other winners were *P.S. Be Eleven* by Rita Williams-Garcia and *Knock Knock: My Dad’s Dream for Me* illustrated by Bryan Collier and written by Daniel Beatty, which won the Coretta Scott King Author and Illustrator Book Awards, respectively,

for outstanding African-American authors and illustrators of books for children and young adults; *Yaqui Delgado Wants to Kick Your Ass* by Meg Medina and *Niño Wrestles the World*, written and illustrated by Yuyi Morales, which won the Pura Belpré Author and Illustrator Awards, respectively, for books that portray, affirm, and celebrate the Latino cultural experience; and *Midwinterblood* by Marcus Sedgwick, winner of the Michael L. Printz award for excellence in literature for young adults.

See the full list of winners at ala.org/yma.



central to everything we do in the profession,” declared presenter Chrystie Hill, community relations director at OCLC, and TEDx is a great way to support those efforts. ▶

The TEDx website offers rules and a free license to hold an event. Teri Skillman, outreach coordinator at the University of Hawaii at Manoa’s Hamilton Library, offered practical tips for hosting the event itself, including hiring a professional video crew to film the event, choosing an experienced emcee to keep the program on schedule, obtaining permissions and logos for sponsors to put on a slide with the final video, and using social media to develop interest in the event.

Talking technology

Not surprisingly, technology was on many librarians’ minds during Midwinter. Perhaps the buzziest event was a demonstration of Google Glass, where librarians had the opportunity to test the fast-evolving wearable technology. “I can see where it might be useful in live training sessions,” American Psychological Association Training Specialist Alison Cody observed. “When someone asks a question I don’t have an answer for, I could

check a website [with the voice-controlled device]. I can see them popping up in learning in two or three years in an unofficial way.” ▶

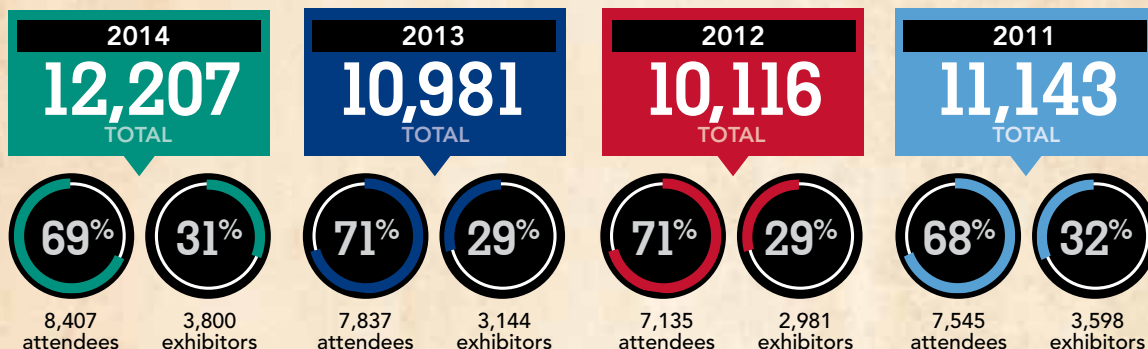
During the annual Top Technology Trends session hosted by LITA, five panelists and the moderator shared what they see as the next big trends in technology, including Big Data, open data, creating a community online, digital computer forensics, open educational resources, and women in technology.

The last trend was the focus of the LITA Challenges of Gender Issues in Technology Librarianship session, which took an in-depth look at discrimination against women in library technology. This panel sought to move beyond simple anecdotes about discrimination in the workplace to explore the nuances of bias and discrimination based on race, sexual orientation, ability, or other factors that intersect with sexism. Action items suggested by the panel include library leaders trying to hire from communities not represented on their staff; search committees enforcing the fair and unbiased evaluation of candidates; and support for library staff members who may not be able to advocate for themselves.

At a session sponsored by the ALA Virtual Communities in Libraries Membership Initiative Group, Valerie Hill described how her 5th-grade students at Lewisville (Tex.) Independent School District developed an original videogame in MinecraftEDU, an educational offshoot of the popular Minecraft online building game. Hill said that the game, a 3D library maze that challenges players to answer questions about digital citizenship, embedded information literacy, let students lead a problem-based learning project, and got them excited about learning.

In a second Masters Series session, the ReadersFirst Working Group presented its *Guide to Library Ebook Vendors*. This guide is intended to generally improve ebook access for public library users by helping librarians evaluate ebook vendors. The guide rates ease of use, metadata issues, circulation transactions, patron account information accessibility, patron notification capabilities, e-content format, administrative support, and user anecdotes for seven e-content distribution system vendors. The guide can be downloaded for free at readersfirst.org.

Attendance Comparison





Council Actions

Digital Public Library of America (DPLA) Executive Director Dan Cohen provided an update on the organization's growth and activities. DPLA launched last spring to aggregate resources that can be made freely available on the web from libraries and other cultural organizations. The field of contributing institutions has since grown to more than 1,000, including college and university libraries; archives; public libraries; publishers; historical societies; and federal, state, and local government agencies. In June, DPLA started a project to incorporate more than 1 million books from HathiTrust.

DPLA hopes to enhance service to blind and print-disabled users, overcome the difficulties of incorporating audiovisual materials such as the different kinds of rights and indexing and metadata challenges, and continue to build its network of regional hubs.

Books and authors galore

Of course, Midwinter wouldn't be Midwinter without a heavy focus on books and authors. Perhaps most notable was the Monday morning announcement of the Youth Media Awards (see sidebar, page 39), but plenty of other sessions featured prominent books and authors.

"When you've been so deeply touched by violence, you don't glorify it. You're not fascinated by it in any way," said author Ishmael Beah, the Arthur Curley Memorial Lecture speaker, at his talk on January 25. Beah grew up in Sierra Leone, a West African nation that endured a bloody civil war from 1991 to 2002. Beah chronicled his experience being recruited as a child soldier in his first book, *A Long Way Gone: Memoirs of a Boy Soldier*.

In trips back to Sierra Leone since he came to the US, Beah

A significant portion of Council's work focused on government surveillance issues. Council passed resolutions from the Intellectual Freedom Committee (IFC) (CD#19.1, CD#19.2) and Committee on Legislation (COL) (CD#20.1, CD#20.2) on curbing government surveillance, restoring civil liberties, and expanding federal whistleblower protections (CD#19.2, CD#20.2, respectively). After much debate, however, the resolution to recognize Edward Snowden as a whistleblower (CD#37) failed.

COL also presented a resolution on maintaining government websites during a government shutdown (CD#20.3), which garnered much discussion about whether or not federal workers would be paid for their time; it passed with a slight amendment. A resolution to improve member access to ALA unit governing information (CD#35 Revised) passed as well.

Council passed the ALA Awards Committee proposal to create the Lemony Snicket Prize for Noble Librarians Faced with Adversity (CD#36). This annual award will recognize a librarian who "has faced adversity with integrity and dignity intact," with a prize of \$3,000 and "an odd, symbolic object from [Snicket's] private stash, as well as a certificate, which may or may not be suitable for framing."

Peter D. Hepburn, Gina L. Persichini, and Gail A. Schlachter were elected to three-year terms on the ALA Executive Board. Mike L. Marlin was elected to a five-month term to replace Sylvia K. Norton,

who is now executive director of the American Association of School Libraries.

Council conferred honorary membership on Patricia Glass Schuman, past president and past treasurer of ALA. A resolution honoring Senator John D. (Jay) Rockefeller IV (D-W.Va.) for his support of America's libraries (CD#20.4) passed.

A resolution to improve electronic communications passed. This resolution involves organizing a task force that will prepare an interim report for the 2014 Annual Conference to advise Council on guidelines for email lists and electronic communications and to make it easier for members to access Council documents.

Council passed the FY2014 Programmatic Priorities, as presented by ALA Treasurer Mario González (CD#13), and an action item from the Policy Monitoring Committee on prayer in ALA meetings (CD#17). It passed a motion for COL to report out at the 2014 Annual Conference regarding the resolution on digitization of US government documents (CD#49, 2013), which was referred to COL at the 2013 Annual Conference. A resolution to allow programs at ALA Midwinter Meetings was referred to the Budget Analysis and Review Committee (BARC).

Council also heard a report from Freedom to Read Foundation (FTRF) President Julius C. Jefferson (CD#22) on litigation activities, developing issues, the Judith F. Krug Memorial Fund, and strategic plan initiatives and FTRF membership.

observed that people, and particularly the media, were very interested in what happens during war but not as much about what happens afterward. “When the bloodshed was occurring, when the gunshots were sounding, the media was paying attention,” he said. “But as soon as the bloodshed ended, their attention turned to another place that was equally, if not more, showing the degradation of humanity.” ▶

At the annual ERT/*Booklist* Author Forum, children’s book creators Brian Floca, Kadir Nelson, Tonya Bolden, Steve Sheinkin, and Melissa Sweet explored the creative process. Floca, whose *Locomotive* won this year’s Caldecott Medal, explained that he didn’t know what kind of locomotive he was going to write about when he started the project. As he immersed himself in research, he found that “the subject matter begins to speak to you,” and the scope of the book evolved as he looked at fantastic pictures and became enamored with the subject. Bolden, whose books (including *Tell All the Children Our Story* and *Maritcha*) focus on history, was never interested in the subject as a child because the “flashcard” approach to teaching left the subject with “no flesh and blood, no heart and soul,” she said. ▶

In his Auditorium Speaker Series speech, Wes Moore shared the unique story of how he became an author. As a child, Moore was often in trouble and was sent to military school when he was 13. He eventually settled down and became a Rhodes Scholar, but the newspaper that published the story of this accomplishment also reported how another Wes Moore was arrested for a botched burglary that ended in the death of a decorated police veteran. Moore wrote to the other Wes Moore, which began a dialogue between the two. His book, *The Other Wes Moore*,



Midwinter attendees enjoy goodies in the exhibit hall.

describes their often-parallel lives and how thin the line between success and failure can be. “Very small decisions can lead to very different outcomes,” Moore observed. ▶

Many librarians in the audience described how the book had affected people in their libraries. A prison librarian said one young inmate was reluctant to return the book, which he felt was a story about his own life, while a school librarian found it helped to draw her middle school students out.

In his Auditorium Speaker Series session, novelist David Baldacci spoke about being troubled by the illiteracy he saw during his book tours across the US. As a response, Baldacci and his wife, Michelle, started the Wish You Well Foundation. Part of his work for the foundation includes discussing funding for various literacy programs with policymakers. When he asked why more money isn’t put into adult literacy, he was told that it would be a political admission that K–12 literacy programs aren’t working.

“Studies have shown that test scores for 4th graders determine the number of prison cells we have to create. So when parents can’t read or can’t read well, the children will follow, and we’ll keep adding prison beds,” he said. ▶

During his Auditorium Speaker session Matthew Quick, author of *Silver Linings Playbook*, admitted he

had to develop a thick skin before becoming a successful fiction writer. His second book, *The Good Luck of Right Now*, tells the story of one man finding himself through the grieving process. He encouraged young writers to be polite and professional, and suggested there isn’t a formula for making art. ▶

James McBride and his gospel quintet performed readings and music inspired by abolitionist John Brown at the Wrap Up/Rev Up Celebration. The band also gave out copies of McBride’s *The Good Lord Bird*, which won the 2013 National Book Award for Fiction, to the audience.

Sheryll Cashin, professor of law at Georgetown University, keynoted the Dr. Martin Luther King Jr. Sunrise Celebration, and Virginia Bradley Moore, former chair of the Social Responsibilities Round Table of the Martin Luther King Jr. Holiday Task Force, offered the call-to-action. The theme of the celebration, “A New Vision of Opportunity in America,” brought together various leaders within the Association, including Stripling and ALA Executive Director Keith Michael Fiels. There were also selected readings from King’s work. ■



GREG LANDGRAF is a Chicago-based freelance writer and former associate editor of *American Libraries*. He is author of *Citizen Science Guide for Families* (Huron Street Press, 2013).

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SAVING OUR CELLULOID PAST

Film libraries move
into the future

BY PHIL MOREHART

If you don't have scuba gear, dive off of Santa Monica Pier into the Pacific Ocean, and search the surrounding waters, the story is told, you'll eventually find hundreds of metal canisters containing silent films. They were reportedly thrown off the pier in the 1920s and 1930s by film studio executives who needed to make room in their vaults for sound pictures, which were steadily outpacing silents both as the industry standard and in popularity with the moviegoing public.

Steve Leggett, program coordinator of the National Film Preservation Board at the Library of Congress (LC), laughs as he retells this Hollywood urban legend. Nevertheless the story contains truth. Scores of films were destroyed during cinema's early years by studios that viewed silents as obsolete. These silent classics were not seen as works of art to be saved and preserved for future generations; they were simply outdated mediums standing in the way of progress. Untold

numbers were destroyed, mishandled, lost, or stolen.

The Survival of American Silent Films: 1912–1929, a report published in December by LC and the Council on Library and Information Resources, examines that loss in detail. It reported that only 14% of films produced at the height of the silent era exist in their complete, original domestic-release version in 35mm. Another 11% are complete but not original releases—they are either a

foreign-release version in 35mm or a print with less than 35mm image quality. Another 5% are missing either a portion of the film or are abridged. The remaining 70% are believed to be completely lost.

The report is alarming but not surprising, says Leggett. The declining state of America's film heritage is a widely discussed topic among film industry professionals, film librarians, and archivists. "It's a snapshot of where we are now," notes Leggett.

However the report's main function is not to provide a snapshot but to serve as a clarion call about the plight to save cinema's past, as well as a strategic battle plan for the future. "It's helping us bring public awareness to the situation and to prioritize what we need to do," he says.

Jan-Christopher Horak, director of the University of California, Los Angeles (UCLA) Film and Television Archive, shares Leggett's sense of urgency about film's future. "We're under the gun now. We see the end of film. Preserving what we have now is vital."

Libraries and archives are leading the way in these efforts, collecting films in all formats and using modern, state-of-the-art technologies to conserve and preserve them for posterity and enjoyment by future generations. Along with physical copies of films, movie ephemera are also being saved: shooting scripts, papers by famous filmmakers, vintage posters, and more. The all-encompassing nature of these efforts ensures that the world's film heritage will thrive.

THE GOVERNMENT GETS INVOLVED

LC sits at the forefront of film preservation and collection. It holds the world's largest and most comprehensive collection, totaling 1.2 million theatrical films, newsreels, television programs, and educational, industrial, and advertising material. Staff members collect films on all recording formats, from early wire recordings and wax cylinders to 35mm prints. The library also collects and preserves films selected for the National Film Registry by the National Film Preservation

Board, an advisory body to the library established by the National Film Preservation Act of 1988.

The Motion Picture, Broadcasting, and Recorded Sound Division is responsible for the acquisition, cataloging,

and preservation of these collections, which are held at the Packard Campus for Audio-Visual Conservation. The massive 415,000-square-foot complex in Culpeper, Virginia, has more than 90 miles of shelving for collections storage, 35 climate-controlled vaults for storage, and 124 individual vaults for flammable nitrate cellulose film stock. The campus also serves as a hub for preservation efforts, where 103 technicians, catalogers, and preservationists use modern reformatting capabilities to convert audiovisual media formats of all types, including obsolete formats dating back 100 years, from unstable to stable media. These materials are then digitized and the campus provides long-term safe-

not already available in digital format.

The Motion Picture and Television Reading Room has more than 650,000 items relating to the movie image available, from paper roll prints deposited in the Copyright Office as part of registration of motion picture productions in the silent era to original films on President Theodore Roosevelt. It's one of the largest assemblages of pre-Hollywood American cinema in the world.

FILM SCHOOLS GO DIGITAL

UCLA has the second-largest collection of film and television programs in the US, and like LC, the school is a leader in film preservation and educational resources. "As a part of UCLA, we have a research archive and a film center for students and researchers from all over the world," Horak says. "But we also exist to educate the public about the broad palette of films offered over the years."

A staff of 60 archivists, preservationists, and catalogers makes sure that the collection is both available for the public and preserved for future use. Since 1977, UCLA has restored hundreds of films, including *Night of the Hunter*, *A Star Is Born*, *Double Indemnity*, and many other classics. New prints of these films can be viewed by appointment at the UCLA Film and Television Archive's Research and Study Center. UCLA also lends more than 500 films per year to universities, libraries, museums, and film festivals for screening, in addition to licensing certain films for commercial use.

UCLA's work is extensive but far from over. Horak sees digital and online availability as the keys to film's survival. Selections from their collection are currently streaming on their website, as well as on YouTube. Horak sees this as a key component of both UCLA and film's future.

"The future is digital and online. Archives will have to be transformative. The classic model of archivist as



A patron at the Indiana University Library Film Archive uses a flatbed viewer to watch a 16mm archival film.

keeping in a petabyte-level digital archive.

The Packard Campus holdings can be accessed by appointment only at the Motion Picture and Television Reading Room in the James Madison Building in Washington, D.C., and only by individuals doing research or university students working on projects endorsed by professors. Once requested, films are then shipped from the Packard Campus for viewing in the Washington reading room, if

"WE'RE UNDER THE GUN NOW. WE SEE THE END OF FILM. PRESERVING WHAT WE HAVE NOW IS VITAL."

— JAN-CHRISTOPHER HORAK, DIRECTOR OF UCLA FILM ARCHIVE



The Indiana University Library Film Archive stores its collection in a climate-controlled vault located less than two miles from the library.

gatekeeper—digitization has blown that out of the water," he says. "Archives have to be places where users can pick and choose what they want. We're moving towards this."

Rachael Stoeltje, director of the Indiana University (IU) Libraries Film Archive in Bloomington, agrees with Horak's assessment. IU's collection contains more than 71,700 items spanning almost 80 years of film production, including many rare and last-remaining copies of influential 20th-century films. Stoeltje developed an 11-point prioritization plan to preserve these films, and digitization is a key component. She hopes to convert a large percentage of the holdings to digital over the coming years, beginning with the most fragile, deteriorated, and historically and culturally important pieces.

In the meantime, the Avalon Media System helps Stoeltje deliver available digital holdings to patrons. Avalon is an open source system for managing large collections of digital audio and video files, developed by IU and Northwestern University and funded in part by a three-year National Leadership Grant from the Institute of Museum and Library Services. The system allows digital content to be uploaded quickly and at a moment's notice to meet individual patrons' needs, Stoeltje says. If a patron needs

a film from the IU collection that is already available digitally but not online yet, she or an archive staffer can upload it to Avalon and send a link directly to the patron's workstation.

THE BEST OF BOTH WORLDS

The Louis B. Mayer Library at the American Film Institute (AFI) in Los Angeles serves a very specific clientele, primarily AFI conservatory fellows and faculty, as well as film students from the University of Southern California, Los Angeles. It's a small library, open by appointment only to the general public, with more than 10,000 books on film history and filmmaking; 10,000 digital images, 6,000 screenplays, including early drafts, final drafts, and post-production papers; and 8,000 DVDs and Blu-rays available. The library also has a unique film collection.

More than 2,500 short films created at the AFI Conservatory and in the AFI Directing Workshop for Women (DWW) are held in both onsite and offsite climate-controlled vaults, including films by Terrence Malick and David Lynch, and DWW alumni Maya Angelou and Anne Bancroft. These are important works that capture important filmmakers and artists at the cusp of their careers. The library also collects audio, video, and tran-

scripts of the AFI Harold Lloyd Master Seminars, a series of valuable interviews conducted at the institute with filmmakers such as Alfred Hitchcock and François Truffaut.

AFI librarian Robert Vaughn, who earned his MLS at San José (Calif.) State University, is dedicated to making these short films and footage available outside of the walls of the Louis B. Mayer Library.

Vaughn and the library staff are currently in the process of digitizing AFI's film archives, with an eye toward open access. "We don't want to be specifically a brick-and-mortar location," he says. "We want to share our films with as many people as possible."

Vaughn sees digitization as vital to a library's and film's survival. "Film librarians and archivists have to have a hybrid approach these days. We have to keep one foot in the present and one in the future and be aware of how patrons are accessing information," he says. "The future of our library—and really any library—is to adapt to changes in user behavior and in the delivery and access of information."

"Before [this project began], you had to come to campus to access these films—now they're available on iTunes. These efforts will increase access to our content and overall serve to preserve the legacy of America's film heritage." ■



PHIL MOREHART is associate editor of *American Libraries*. Prior to joining *American Libraries*, he served as publications editor for *Facets Multi-Media*, a Chicago-based cinema arts nonprofit. He also wrote on film and the arts for

Chicago Journal and *Cincinnati CityBeat* newspapers.

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Strategies for using and teaching the Invisible Web



It seems unlikely that people will give up their reliance on general-purpose search engines or their practice of beginning a search using Google or one of its competitors. But people should be encouraged to use other research tools when needed, such as databases and more specialized search engines—otherwise known as the Invisible Web.



What makes each of the suggested research tools “invisible” is their ability to uncover resources that general-purpose search engines cannot. Some of the tools do require a subscription or fee. (What follows is just a sample of the tools featured in *Going Beyond Google Again*, published by Neal-Schuman.)

Users do have to work through the database’s own search functions, which may not be as simply laid out as the Google search box.

Student Research

Voice of the Shuttle (VoS):
Website for Humanities Search
vos.ucsb.edu

Sponsored by the English Department of the University of California at Santa Barbara, Voice of the Shuttle (VoS) was started by Professor Alan Liu in 1994. It is a dynamic database of online resources on literature, the humanities, and cultural studies. VoS includes both primary and secondary resources and offers links to course materials, author websites, literature in English and other languages, and ebooks.

1. Basic Research Tools

The exploration of basic tools can begin with databases, which are at the heart of the Invisible Web. Proprietary databases and those that provide answers dynamically are Invisible Web resources. Databases offer vetted resources that must conform to an editorial standard, and their content is not included in general-purpose search engines.

Google Again

By Jane Devine and
Francine Egger-Sider



BizNar: Deep Web Business Search
biznar.com

BizNar scans all kinds of resources, including periodicals such as *Advertising Age*, government resources such as USA .gov and the Bureau of Labor Statistics, news sources *Businessweek* and the *Wall Street Journal*, and social networks like LinkedIn and Wordpress. BizNar represents an example of federated search, which is an approach to accessing materials related to a broad subject, in this case business, by targeting a range of specially selected databases and search engines.

Data.gov: Empowering People, an Official Website of the United States Government
data.gov

The US federal government, which collects all kinds of data, is a good source for student reports or business or general information purposes. They are often invisible because they are buried deep in massive websites and because the government is the unique source for important research and information. Statistical data can be found across many government department websites, but it may be hard to track down with a search.

Internet Archive
archive.org

Home of the Wayback Machine, the Internet Archive is a large repository dedicated to preserving the digital world

and offering access to its past through a publicly accessible library. While not fully comprehensive, the collections do a great job of preserving much of the early web for posterity. These resources do not appear on Google search results lists; users must navigate the Internet Archive's own search function. Users can search by subject, by the URL of the site that has disappeared from the web, and by media type.

Everyday Life Aids

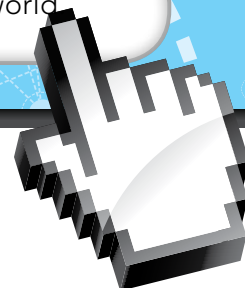
Pipl: People Search
pipl.com

Pipl, sponsored by the search engine company of the same name, identifies itself as the most comprehensive people search on the web. It claims its success is due to the fact that it taps Invisible Web resources, where a lot of people information is kept; however, it does not list the sources that it relies on.

MedNar: Deep Web Medical Search
mednar.com

MedNar's free search engine utilizes federated search for medical resources. The advanced search option lists specific sites, including government sites, medical societies, and some commercial databases. Search results show the particular collections searched and the number of results

Invisible Web resources complete the picture of the web information world



found in each collection. A search can be limited to one collection. Results include an article link and source information. A topic breakdown for the search shows the number of articles available for each related topic.

Topsy: Real-Time Search for the Social Web
(Twitter, Google+, Video)

topsy.com

Created by Topsy Labs, an indexing technology company, Topsy can be searched in several languages in general or more specifically by links, tweets, photos, videos, experts, and what it calls “trending.” A user can receive subject search results sorted by time periods that range from the last hour, day, week, 30 days, or more. An “expert” search allows the user to look for a subject and get results for people who have been posting on that topic, along with analytics on how often the search terms appear in an individual’s postings.

Yummly: Every Recipe in the World
yummly.com

Yummly offers the searcher the opportunity to look for recipes and select from various search result options that include ingredients, cooking time, directions, and the source for the recipe. Additional ways to search include by national cuisines, allergies, and holidays. Yummly searches not only for keywords but for context and intent, utilizing a semantic approach.

2. Second-Layer Tools: More academic

Beyond popular and basic reference tools, resources in this second layer vary from proprietary databases to fee-based resources that cover in depth almost any subject area, especially in the sciences.

WorldWideScience.org: The Global Science Gateway
worldwidescience.org

This database is the product of an alliance among international scientific institutions and is operated by the US Department of Energy. It can be searched in many languages and offers translations. It also offers a list of all the institutional collections included and is a focused federated tool that searches across all of these holdings. The materials offered include conference papers, articles, and other documents not readily found on the surface web.

**New York Public Library
Digital Gallery**
digitalgallery.nypl.org

More than 700,000 digitized images from the New York Public Library, including historical documents, photographs, art pieces, and maps, are featured. The collection can be searched by keyword or browsed by subject. Users can print out images or order high-quality reproductions. The library provides information on how to get copyright approval for images that require it.

DeepDyve
deepdyve.com

DeepDyve is a fee-based resource that offers access to articles and journals to the general public. It can be searched for content as a database and returns results with author, title, source, a line about the purpose of the article, and the cost to access. Holdings can also be browsed by subject, journal title, and publisher. Selecting a journal title brings up all of its contents by volume and issue including the full run of many titles.

DOAJ: Directory of Open Access Journals
doaj.org

This resource offers access to full-text articles from online scholarly publications covering all subjects, favoring research and scientific pubs. While it calls itself a directory, DOAJ is really a database of articles that can be searched using keywords. A browsing option permits users to search journals by subject area or to go directly to specific titles. DOAJ is maintained by Lund University in Sweden, and the service is financed by sponsors and members.

BASE—Bielefeld Academic Search Engine
base-search.net

BASE, sponsored by the Bielefeld University Library in Germany, covers material not readily found by commercial search engines. It seeks “intellectually selected resources” that meet academic quality standards and “web resources of the ‘Deep Web,’” including more than 30 million documents in several languages.

Scitation
scitation.aip.org

Sponsored by the American Institute of Physics, the world’s largest publisher of physics journals, this database offers

all things physics. Journals can be browsed by title, publisher, and subject category. Keyword and advanced searching is available. Browsing titles brings up listings, links, and availability of full text. Most items are open access, but anyone can purchase articles from the subscription journals.

3. Third Layer: Research tools for people engaged in very specialized fields

E-Print Network—Energy, Science, and Technology for the Research Community

osti.gov/eprints

The E-Print Network offers scientific and technology-related resources collected from more than 35,000 databases worldwide, including materials on basic and applied sciences, physics, chemistry, biology and life sciences, materials science, nuclear sciences and engineering, energy research, and computer and information technologies. Keyword search results include title, author, date, a summary, and source.

Plants Database

plants.usda.gov

Sponsored by the US Department of Agriculture, Natural Resources Conservation Service, this database covers anything to do with plants. A user can search under the common or scientific name of a plant, by characteristics, or by region.

Fold 3: The Web's Premier Collection of Original Military Records

fold3.com

This tool searches US military records, covering American conflicts from the Revolutionary War through the present, and offers photographs and digitized records.

FindSounds: Search the Web for Sounds

findsounds.com

FindSounds finds sound effects on the web. It offers searching in several languages, including English, German, French, and Chinese. Enter a textual description or approximation to produce a list of sources of the sound, which can be downloaded and listened to, along with information on file type and properties. (A search under "cat" found more than 200 cat sounds.)

Yovisto: Academic Video Search

yovisto.com

Yovisto is a video search engine specializing in educational video content, including online lectures. A search returns video screenshots and titles, duration, number of views, and other information, along with a link to each video and related subject tags that are in turn linked. Yovisto utilizes semantic search so that the "user has not only access to keyword-based search results but will also be guided by content-based associations to enable serendipitous discovery" (*Towards Exploratory Video Search Using Linked Data*, Waitelonis and Sack, 2011, p. 646).

FindThatFile: Finds What Nobody Else Does

findthatfile.com

FindThatFile claims to be the most extensive file search tool on the internet, covering 47 different file types. Google's advanced search offers only 10. A search can be conducted for all file types, or the user can select from documents, videos, audio files, fonts, software, and compressed file formats.

Making of America

quod.lib.umich.edu/m/moagrpr

The Making of America Project has been a long-term effort to create a digital collection of primary documents related to American history. It is a collaborative endeavor among libraries, principally the University of Michigan Library and the Cornell University Library.

Social Science Research Network

ssrn.com

The Social Science Research Network is a worldwide collaborative sponsored by Social Science Electronic Publishing. The site, which supports dissemination of social science research, offers nearly half a million scholarly abstracts and nearly as many full-text papers. Its network covers subject areas such as accounting and other business fields, music, philosophy, literature, and politics. ■



JANE DEVINE (left) has been chief librarian and department chair for the LaGuardia Community College Library, part of City University of New York, since 2004. Before that, she served as LaGuardia's periodicals/government documents/electronic resources librarian and also worked for the New York Public

Library as a reference librarian. FRANCINE EGGER-SIDER (right) has been coordinator of technical services at LaGuardia Community College since 1989. Previously, she worked at the French Institute/Alliance Française in New York City.

By Joshua Kendall



Melvil Dewey, Compulsive Innovator

The decimal obsessions of an information organizer

While most Americans know very little about ALA founder Melvil Dewey (1851–1931), nearly all are familiar with his signature achievement, the Dewey Decimal Classification system, which today governs the arrangement of library books in nearly 150 countries.

Surprisingly, this ingenious offline search engine—the Google of its day—which he first published in 1876, reveals much about the man himself, as it was a direct outgrowth of the inner workings of his own mind.

This native of upstate New York never could stop thinking about the number 10. As an adolescent, Dewey fell hard for the metric system, whose “great superiority,” as he wrote in a high school essay, “over all others consists in the fact that all its scales are purely decimal.” Considering 10 a magic number, Dewey was convinced that it was no accident that he had been born on December 10, the same day that the French National Assembly adopted the platinum meter bar back in 1799.

At the Lake Placid Club, the cooperative resort in the Adirondacks that he established in 1895, the number 10 ruled. He charged members a \$10 annual fee. (Lifetime memberships were \$1,000, or \$10³.) He also required that guests turn off their lights at exactly 10 p.m.—the same time that the overnight train from the club left for Manhattan. This was a man who was addicted to writing 10-page letters and even preferred to “sleep decimally”—that is, 10 hours each night.

Moreover, Dewey’s worship of the number 10 was closely related to other obsessions that also dated back to his boyhood. At age 5, he was already alphabetizing the spices in his mother’s pantry. A perfectionist, Dewey was

preoccupied with order, details, rules, and lists—symptoms of a form of illness known to psychiatrists as obsessive-compulsive personality disorder (OCPD).

As I argue in my recent book, *America's Obsessives: The Compulsive Energy That Built a Nation*—which also profiles several other icons, including US president and notetaker Thomas Jefferson, entrepreneurs Henry Heinz and Steve Jobs, and aviator Charles Lindbergh—when channeled constructively, obsessiveness can lead to staggering achievements. Though we tend to think of obsessives as dull plodders, they can also be movers and shakers capable of realizing their extraordinary visions. Without his slew of neurotic tics, the 24-year-old Dewey might never have been able to organize the convention of librarians at the Centennial Exposition in Philadelphia in 1876, which, in turn, created the American Library Association (ALA).

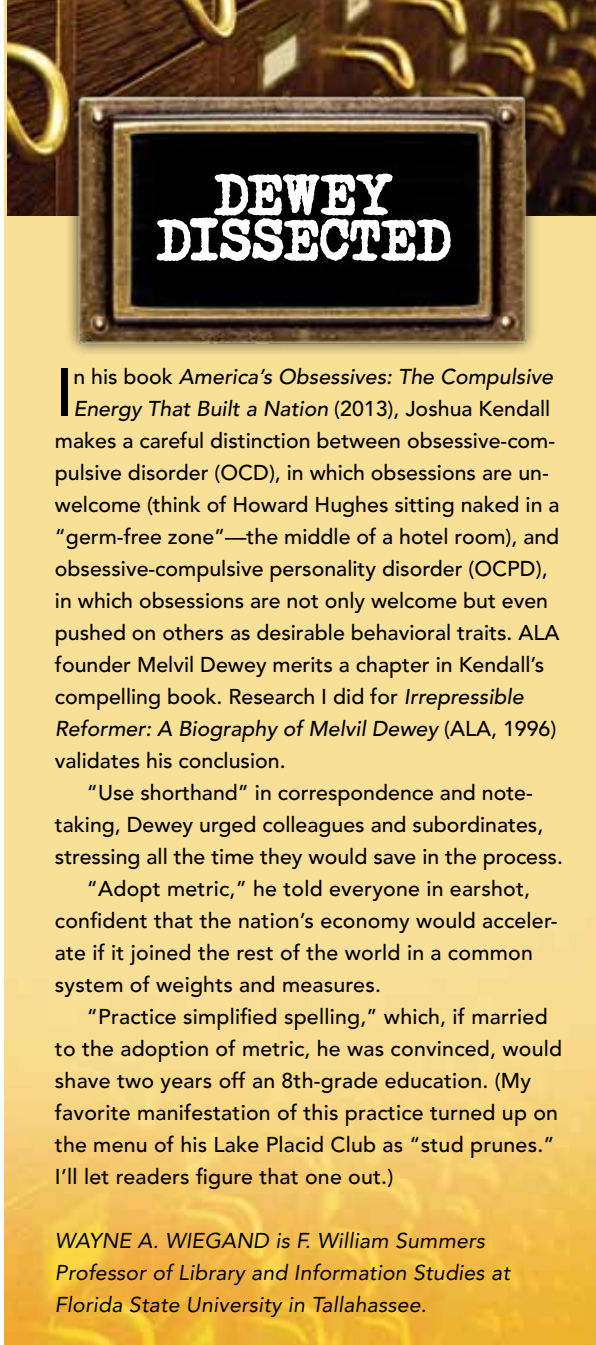
The difference one letter makes

OCPD is often confused with its close cousin, obsessive-compulsive disorder (OCD). To illustrate the difference between OCPD and OCD, consider the case of another Mel: novelist Melvin Udall, who is the protagonist of the 1997 Hollywood blockbuster *As Good as It Gets*. The Udall character, for which Jack Nicholson won an Oscar, is a classic OCD sufferer, beset by numerous obsessions and compulsions that dramatically restrict his everyday life. A germophobe, Udall is addicted to hourlong showers and using two bars of new soap each time he washes his hands. Refusing to use the silverware in restaurants, he carries his own plasticware with him at all times. The plot revolves around how these rituals impede his romance with the female lead, played by Helen Hunt.

Individuals with OCPD have similar obsessions and compulsions—cleanliness is also a sine qua non—but their internal experience is very different. Instead of becoming debilitated, they are energized by the things they can't stop thinking about or doing.

The late Steve Jobs was a neatness nut who donned white gloves to check for dust on the floor of the first Apple factory in Fremont, California. Reasoning that if his workers couldn't get the small things right, they wouldn't get the big things right either, Jobs experienced nothing but pride in his spick-and-span facility. His primary obsession was designing “insanely great products”—an activity he loved more than life itself. When lying on his bed in a cancer ward, Jobs once ripped off his oxygen mask, railing that he hated its design; he then insisted his doctors come up with five new models on the double.

OCPD is considered a psychiatric disorder—noted in *DSM-5*—because it is also associated with interpersonal problems. Like Dewey and other obsessive American icons, Jobs had trouble getting along with other people. This



**DEWEY
DISSECTED**

In his book *America's Obsessives: The Compulsive Energy That Built a Nation* (2013), Joshua Kendall makes a careful distinction between obsessive-compulsive disorder (OCD), in which obsessions are unwelcome (think of Howard Hughes sitting naked in a “germ-free zone”—the middle of a hotel room), and obsessive-compulsive personality disorder (OCPD), in which obsessions are not only welcome but even pushed on others as desirable behavioral traits. ALA founder Melvil Dewey merits a chapter in Kendall's compelling book. Research I did for *Irrepressible Reformer: A Biography of Melvil Dewey* (ALA, 1996) validates his conclusion.

“Use shorthand” in correspondence and note-taking, Dewey urged colleagues and subordinates, stressing all the time they would save in the process.

“Adopt metric,” he told everyone in earshot, confident that the nation's economy would accelerate if it joined the rest of the world in a common system of weights and measures.

“Practice simplified spelling,” which, if married to the adoption of metric, he was convinced, would shave two years off an 8th-grade education. (My favorite manifestation of this practice turned up on the menu of his Lake Placid Club as “stud prunes.” I'll let readers figure that one out.)

WAYNE A. WIEGAND is F. William Summers
Professor of Library and Information Studies at
Florida State University in Tallahassee.

tough taskmaster would fly off the handle whenever he spotted a typo in a company memo. Employees were reluctant to ride the elevator with him, fearing they might be fired by the time the door reopened. Jobs's tempestuousness was precisely what led the Apple board to fire him in the mid-1980s. Rehired a decade later, Jobs showed just a tad more self-control during his spectacularly successful second go-round with the company.

The fruits of a compulsion

Dewey's obsessions were also responsible for both the remarkable highs and the dispiriting lows of his career. He was a master at launching and beefing up organizations, but like Jobs, because of his mercurial temperament, he often had difficulty running them. He turned the New York State Library (NYSL) in Albany into an exemplary na-

tional institution during his nearly two-decade-long tenure that ended in 1905. As New York Governor Theodore Roosevelt noted in 1899, the library “has more than doubled its efficiency within the past ten years and is an inspiration to intellectual life throughout the State.”

In Albany, Dewey came up with numerous innovations, such as the first library for the blind, the first interlibrary loan program, and the first children’s library. However, he also managed to alienate many colleagues with his unpredictable and demanding behavior. As the *Brooklyn Daily Eagle* reported in an editorial on December 18, 1899, his “queering personality” often put him “on the defensive with many state officers.” Like Jobs, Dewey also frequently rattled his employees: He would not hesitate to dock them half a day’s pay for arriving just one-twelfth of an hour—five minutes—late.

The compulsion that eventually forced him to retire from the library world in his early 50s was his womanizing, a common character flaw of obsessives, who typically lack the social skills to develop mutually satisfying intimate relationships. As generations of librarians have whispered, Dewey’s eagerness to surround himself with attractive young women may well have been what prompted him to start the world’s first library school, the School of Library Economy at Columbia College in 1887.

While Dewey, who was then married to Annie Godfrey, the former librarian of Wellesley College, didn’t request the bust sizes of prospective students (as it was rumored), he did require photos, explaining that “you cannot polish a pumpkin.” But there is no archival evidence suggesting that he ever acted inappropriately at Columbia, where 90% of his students were women. However, at some point during his sojourn at NYSL, to which he transferred his library school two years later, he appears to have evolved into a serial hugger and kisser.

Library Lothario

According to eyewitnesses, Dewey repeatedly subjected his personal assistants Florence Woodworth and May Seymour, both former students at Columbia, to surprise squeezes. These women, who both lived in Dewey’s Albany home, didn’t register a formal complaint; neither did Adelaide Hasse, head of the Public Documents Division at the New York Public Library, who told several contemporaries of his excessively flirtatious behavior during her visit to Albany in 1905.

However, that same year, during a 10-day ALA-sponsored trip to Alaska, Dewey made unwelcome advances on four prominent librarians who felt that they had no choice but to speak up to Association officials. As a result, Dewey, like Jobs, was ostracized from the organization that he had founded—in 1876, he had signed in as ALA member number one—for the next 20 years. He was such


a persona non grata that in 1915, ALA President Mary Wright Plummer, who had been a student in his first class at Columbia, vowed to refuse to meet him as long as she remained in the profession.

Written under the watchful eye of surviving family members, the early biographies airbrush Dewey’s quirks and present him as a secular saint. In contrast, *Irrepressible Reformer* (1996), the definitive biography by Wayne A. Wiegand (see sidebar on p. 53), features a frank discussion of his dark side. “That there is so much to dislike about Melvil Dewey’s character,” Wiegand concluded, “may explain why his legacy has been understudied.”

Paradoxically, the very same obsessiveness that created havoc in his personal life helped generate his string of innovations. No matter how objectionable his behavior may have been at times, it’s hard to disagree with his first biographer, Grosvenor Dawe, who summed up his career as follows: “In brief, he saw things that were not and then made them exist.” ■



JOSHUA KENDALL is an award-winning journalist whose work has appeared in the *Wall Street Journal*, *New York Times*, *Psychology Today*, and *Businessweek*. His most recent book is *America’s Obsessives: The Compulsive Energy That Built a Nation* (Grand Central Publishing, 2013). He has also written biographies of Noah Webster and Peter Mark Roget.



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Currents

■ December 21 **Leann Benedict** became director of St. Charles Parish (La.) Library.

■ January 2 **Stefanie Blankenship** became librarian at the Oaklawn branch of Cranston (R.I.) Public Library.

■ December 27 **Robert A. L. Brooker** retired as Indiana state librarian after 25 years of service.

■ January 1 **Joan Chapa** became director of marketing at Marcive, Inc. in San Antonio, Texas.

■ January 6 **Krista L. Cox** became director of public policy initiatives at the Association of Research Libraries.

■ December 3 **Rachel Cox** became head librarian at the Henderson County (Tex.) Clint W. Murchison Memorial Library.

■ December 31 **Dee Crouner** retired as director of North Liberty (Iowa) Community Library after 26 years of service.

■ February 28 **Bob Dickson** retired as director of

Mason County (Mich.) District Library.

■ December 30 **Tina Fadlalla** retired as reference librarian at Midland Park (N.J.) Memorial Library.

■ January 18 **Brytani Fraser** became librarian at the Claremont and Conover branches of Catawba County (N.C.) Library System.

■ January 2 **Adrienne Gallo** became librarian at the William Hall branch of Cranston (R.I.) Public Library.

■ December 3 **Monica Harris** became deputy director of Schaumburg (Ill.) Township District Library.

■ January 2 **April L. Judge** became executive director of Bernardsville (N.J.) Public Library.

■ January 1 **Emily Kader** became rare book research librarian at the University of North Carolina at Chapel Hill's Wilson Special Collections Library.

■ December 1 **Janet Krannis** retired as chief librarian of the Eastern branch



Jeanne Marie Aber



James LaRue



H. Jack Martin



Ronald V. Stoch

of the Monmouth County (N.J.) Library after 37 years with the system.

■ January 20 **Emily Lake** became youth services librarian at Le Mars (Iowa) Public Library.

■ January 18 **James LaRue** retired as director of Douglas County (Colo.) Libraries after 23 years of service.

■ November 1 **Jessica Lee** became assistant professor of library science and electronic resources/serials librarian at Valdosta (Ga.) State University's Odum Library.

■ January 13 **Gina Leone** became director of Scott Township (Pa.) Public Library.

■ January 13 **Nyama Y. Marsh** became director of Whitefish Bay (Wis.) Public Library.

■ January 13 **H. Jack Martin** became executive director of Providence (R.I.) Public Library.

■ December 15 **Amber Mathewson** became deputy director of strategic initiatives at Pima County (Ariz.) Public Library.

■ January 27 **Valoree McKay** became executive director of the Canadian Library Association.

■ January 6 **Michael**

Montalbano became university archivist and special collections manager for American Public University System.

■ January 1 **Jacob Nadal** became executive director of the Research Collections and Preservation Consortium, an offsite library shelving facility jointly owned and operated by the New York Public Library, Columbia University, and Princeton University.

■ January 6 **Charles Pace** became executive director of Gwinnett County (Ga.) Public Library System.

■ December 3 **Lori Pulliam** became manager of branch services and customer services at Oak Park (Ill.) Public Library.

■ December 2 **Roxanne Renteria** became children's librarian at Burley (Idaho) Public Library.

■ December 1 **Taryn Resnick** became electronic resources acquisitions librarian and head of the licensing resources unit at the University of Wisconsin-Madison Memorial Library.

■ January 2 **Rana Hutchinson Salzmänn** became director of library and information technol-

CITED

■ **Cristina D. Ramirez**, library/community services manager at the Broad Rock branch of the Richmond (Va.) Public Library, was named one of 2013 Richmond's Top 40 Under 40 by *Style Weekly*.

ogy at Meadville Lombard Theological School in Chicago.

■ February 3 **Eric Smith** became director of the Mason County (Mich.) District Library.

■ December 31 **Jane Smith** retired as technical services coordinator at Boone County (Ky.) Public Library. She was the first librarian and director hired by the library when it opened in 1974.

■ December 31 **Ronald V. Stoch**, director of the Eisenhower Public Library District in Harwood Heights, Illinois, retired after 34 years of service.

■ December 20 **Janet Stone** became director of Glendora (Calif.) Public Library.

■ January 13 **Dale Thompson** retired as executive director of Providence (R.I.) Public Library after almost 34 years of service.

■ December 23 **Jonathan Waltmire** became public information officer at Fresno County (Calif.) Public Library.

■ January 1 **Stacy Wittmann** became director of the Eisenhower Public Library District in Harwood Heights, Illinois.

■ November 12 **Miriam Zirker** became youth librarian at Burley (Idaho) Public Library.



Dale Thompson



Stacy Wittmann

OBITUARIES

■ December 2 **Jeanne Marie Aber**, former head librarian at the O'Neill Library at Boston College, died.

■ November 30 **Janet Brown**, 93, former chief of acquisitions for Binghamton (N.Y.) University's Libraries, died.

■ December 5 **Ricki V. Brown**, 62, city librarian of Abilene (Tex.) Public Library, died.

■ December 21 **Thomas Brownfield**, 81, former director of the Canal Fulton (Ohio) Public Library, died.

■ January 16 **Edith M. Dixon**, 62, senior academic librarian at the University of Wisconsin—Madison Memorial Library for more than 25 years, died.

■ December 31 **Paul Kennie Garner**, 62, librarian at Union Elementary, Shallotte Middle School, and Belville Elementary School in the Brunswick County (N.C.) Schools, died.

■ December 24 **Sara Jaffarian**, 98, former coordinator of instructional materials and services for the Lexington (Mass.) Public Schools, died. She previously served as librarian for the Quincy (Mass.) Public Schools, director of libraries at Greensboro (N.C.) Public Schools, and supervisor of libraries for the Seattle Public Schools. ALA's namesake award recognizes her endowment to honor exemplary humanities programming in school libraries.

■ December 20 **Ann Koopman**, 58, librarian at the Scott Memorial Library at Thomas Jefferson University in Philadelphia, died.

■ December 31 **Alice Gene "Aggie" Lewis**, 84, former director of the Daviess County (Ky.) Public Library, died.

■ December 30 **Christopher Maloney**, 45, director of the Ocean City (N.J.) Free Public Library, died.

■ November 26, **Elaine Mitchell**, 89, former conference service coordinator for ALA's Conference Services, died.

■ December 18 **Dorothy S. Myers**, 87, former chief librarian at the Page branch of the San Francisco Public Library, died.

■ January 26 **Edith B. Nettleton**, 105, former director of the Guilford (Conn.) Free Library, died. She retired in 1978 after 44 years as the library's first director, but continued to volunteer for another 36 years until December 2013, developing historical and digital archives for the library's Historical Room collection. The room was named the Edith B. Nettleton Historical Room in her honor 10 years ago.

■ December 2 **Frances (Fran) H. Pletz**, 93, former executive director of the Michigan Library Association (MLA), died. In 1978, MLA established the Frances H. Pletz Award in honor of her exemplary library service to teens in the state.

■ November 28 **Iona Rabjohns**, 90, former chief of language and literature at Detroit Public Library, died.

■ December 12 **Grace S. Rand**, 94, former librarian at Hernwood Elementary School in Randallstown, Maryland, died.

At ALA

■ January 17 **Ann Kelly**, associate editor for *Booklist*, left ALA.

■ January 7 **Marisa Kos-sakowski** became meeting manager of Conference Services.

■ January 31 **Sandra Lee**, director of planning and budget in Accounting, retired. ■

Send notices and color photographs for *Currents* to Mariam Pera, mpera@ala.org.

Reading Wildly

One library staff's journey toward excellent readers' advisory

by Abby Johnson

Can you provide excellent readers' advisory without reading widely yourself? This question, posed to my Twitter followers (whose replies shared a refrain of "No way"), led me to rethink the way I train my staff on readers' advisory.

Of course there are ways to become familiar with books without actually reading entire works—reviews, first chapters, reliance on best-of lists and book awards. But reading widely in a variety of genres is a great way for library gatekeepers

to provide enthusiastic and authoritative readers' advisory. Nowhere is this more important than in readers' advisory for youth.

With so

many constraints on children's time, readers' advisory is critical when youngsters visit the library. They are building a wealth of knowledge about the world, including learning which kinds of books they enjoy most. Every readers' advisory transaction is an opportunity to create a lifelong reader—an essential skill that needs to be honed in every person working at your children's reference desk.

For staff members who are naturally wide readers, this may be no problem. But what about those

who aren't? A targeted readers' advisory training program will give library workers the tools they need to complete these important transactions.

In January 2013, I developed the Reading Wildly program to inspire my staff to read different genres and improve their readers' advisory skills. Each month we discuss a genre or subject, based on patron demand, and each staff member is required to read one book in that genre and book-talk it to the group at our meeting. They may use work time to read only if date-sensitive projects are completed. We meet once a month, separate from our monthly department meeting, to share these books with one another. (You can find our book review form and monthly reading lists at abbythelibrarian.com.)

The outcome of Reading Wildly is that my staff now reads more than ever before, and their readalike selections and book talks have noticeably improved. They seem to enjoy these meetings and regularly report that our program is helping them in their jobs. We keep lists of the books we've discussed, and staffers use them as a starting point for readers' advisory transactions. Using lists they are familiar with allows them to have a quick connection with the material and gives them confidence when recommending materials.

As our program continues, I tweak it to fit staff needs. I originally required them to add books to a shared Goodreads account but

found that none of them were actually using that compilation during interactions with patrons. Although I believe it's useful for library workers to be familiar with Goodreads, I lifted the requirement and instead assign brief articles related to our monthly topic as a way of sparking discussion before we start our book talks.

For the second year of our program, I turned to staff members to pick our monthly genres. I asked them to think about weak spots in their own reading and readers' advisory questions that have been difficult for them, and we came up with this year's Reading Wildly genres together.

This is certainly not the only way to improve your staff's readers' advisory skills. Consider including other library materials, holding a book chat without genre restrictions, or posting a list of classic and/or top-rated books and asking staff to initial what they've read. If it's strategically difficult to discuss books in monthly face-to-face meetings, explore virtual options like discussion lists, Goodreads groups, or online chats. Practice readers' advisory transactions on one another.

Whatever approach you take, you owe it to your patrons to ensure your staff is equipped to answer readers' advisory questions. ■

ABBY JOHNSON is children's services/outreach manager at New Albany-Floyd County (Ind.) Public Library. Find her at abbythelibrarian.com.



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Librarian's Library

The More We Change

by Karen Muller

Libraries have always been evolving, changing, reinventing. One of the American Library Association's (ALA) current strategic goals is "Transforming Libraries"—a multipronged set of initiatives that will enable us to understand the technological and societal changes affecting libraries and then harness those changes so that we can continue to meet the information and entertainment needs of users. These selections cover where we've been and where we're headed in this continual evolution.

In 1887, the Newberry Library in Chicago opened its doors as a public research library, with ALA charter member William Frederick Poole at the helm. *The Newberry 125: Stories of Our Collection* highlights 125 objects in the collection. The array of objects—from beautiful illuminated medieval manuscript psalters to Thomas Bewick print blocks to a photograph of a Chicago speakeasy—captures the range of original and secondary sources libraries collect to inform their patrons. Not all libraries have the same elegant riches as the Newberry, but their purpose and how the information is delivered have commonalities.

NEWBERRY LIBRARY, 2012. 200 P. \$45.
978-0-911028-27-0



Also in 1887, Richard Rogers Bowker, founder of publishing firm R. R. Bowker Company, visited a paper mill. By then, pulped wood was already making inroads into the paper production process, and according to Nicholas A. Basbanes in *On Paper: The Everything of Its Two-Thousand-Year History*, Bowker called for

continued use of rag paper for magazine production. Oh, if his view had only prevailed, we wouldn't have the quantity of brittle books in our research libraries that we do! For centuries, of course, paper has been the primary medium for objects in libraries. Basbanes examines the history of paper in a thematic way, looking at how the technology was transferred from China to Europe; how production changed from rags to pulp—except for the production of US currency; how we have disposable uses for paper; and how we both preserve paper in archives and shred it when its content is no longer valuable. A Reference and User Services Association 2014 Notable Books List award winner.

KNOPE, 2013. 448 P. \$35. 978-0-307-26642-2

In *Libraries and the Reading Public in Twentieth-Century America*, Chris-

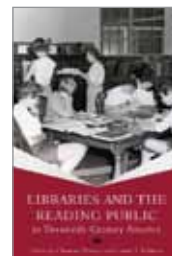


Libraries have always been evolving, changing, reinventing. These books cover where we've been and where we're headed.

tine Pawley and Louise S. Robbins also explore the ways in which libraries have affected our lives. The 13 essays included were originally presented at the 2010 Library History Seminar XII: Libraries in the History of Print Culture conference at the University of Wisconsin–Madison. The

essayists cover how public libraries have helped generations of immigrants "become American," how libraries fought for intellectual freedom in the face of McCarthyism, and how the venerable Library of Congress served the public during the Great Depression by supporting studies, career reinvention research, and business research, while maintaining its traditional support for congressional information requirements.

UNIVERSITY OF WISCONSIN PRESS, 2013. 292 P.
\$39.95. PBK. 978-0-299-29324-6



The last two books, both from ALA, cover specific aspects of how we are reinventing libraries today. Fred Stielow directs the library—or rather classroom/research information services—of the American Public University System, an online-only

national university. In *Reinventing the Library of Online Education*, Stielow begins with a history of libraries in higher education but moves quickly to how he and others have harnessed technology, particularly web-based, to deliver the information resources and research capabilities students need to support learning in an online environment where no brick-and-mortar library exists. Of particular interest are two chapters, "Redefinition Commentaries" and "Construction Commentaries," with item-by-item analyses of the roles of various services in the new environment.

ALA EDITIONS, 2013. 328 P. \$75. PBK.

978-08389-1208-9

In *Exploring Digital Libraries: Foundations, Practice, Prospects*, Karen Calhoun presents an authoritative, state-of-the-art discussion of digital libraries.

Starting with their definition as a field of research and a set of systems and services that underpin the traditional roles of a library that will evolve as the web evolves, she moves into historical context, followed by key themes and challenges they present. Libraries as limited and open-access repositories, their social roles and impact on communities, and how they interact with the social web with regard to scholarship and collections are discussed. Students will find value in a bibliography that spans more than 50 pages.

ALA NEAL-SCHUMAN, 2014. 224 P. \$95. PBK.

978-1-55570-985-3

KAREN MULLER is librarian and knowledge management specialist for the ALA Library.



BESTSELLERS

THE TOP-SELLING BOOKS FROM ALA PUBLISHING
(SINCE DECEMBER 1, 2013)

TOP 3 IN PRINT



1. RDA: Resource Description and Access Print—2013 Revision (includes July 2013 updates)

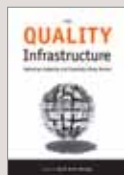
The revision contains a full accumulation of RDA, the most current RDA, and reworded RDA.



2. Getting Started with Evaluation

Peter Hernon, Robert E. Dugan, and Joseph R. Matthews

A workbook to help library managers master key concepts of service quality assessment, offering directed exercises and worksheets to guide them.



3. The Quality Infrastructure: Measuring, Analyzing, and Improving Library Services

Sarah Anne Murphy, editor

In this collection of case studies, Murphy and her team of contributors describe how quality assessment programs have been implemented and how they are used to continuously improve service at a complete cross-section of institutions.

TOP 3 IN EBOOKS



1. Using LibGuides to Enhance Library Services: A LITA Guide

Aaron W. Dobbs, Ryan L. Sittler, and Douglas Cook, editors

The editors have recruited expert contributors to address specific applications, creating a one-stop reference.



2. Books in Motion: Connecting Preschoolers with Books through Art, Games, Movement, Music, Playacting, and Props

Julie Dietzel-Glair

Librarians and educators can shake up storytimes, help children stay healthy, and encourage a lifelong love of reading with this resource.



3. Fundamentals of Children's Services, 2nd edition

Michael Sullivan

Sullivan has updated and expanded his comprehensive reference, covering both innovative and standard practices in children's services.

Common Core Helpers

Qlovi Offers Common Core Platform

Qlovi, an ebook platform developed for K–12 students, has released a free reading tool that aligns with Common Core State Standards.

The platform offers thousands of ebooks that teachers can assign to students and an interface that allows educators to monitor students' progress and gather feedback. The features are available free with Open Educational Resources ebooks and with ebooks purchased through Qlovi that focus on writing essays and performing searches.

"We've built a platform to provide what teachers ask for in the classroom and what publishers ask for in the boardroom, to ensure that the real stars—students—get what they need most," Shira Schindel, Qlovi's lead on content partnerships, said in a statement.

The Bill & Melinda Gates Foundation awarded Qlovi \$200,000 as part of its Literacy Courseware Challenge, and the company has received a number of other awards and recognition. Qlovi was a 2014 SXSWedu LAUNCHedu finalist, an Echoing Green BMA fellow, and a HarperCollins BookSmash Challenge winner. For more information on the

Qlovi platform or to try a free demo, visit qlovi.com.

National Geographic Kids Provides Core Support

The National Geographic Virtual Library has expanded to include *National Geographic Kids* magazine and supplementals. The collection is the fourth release in the product line released by Gale, part of Cengage Learning. Designed for ages 6–14, the collection offers magazines and reference books that both entertain and teach about a variety of topics, from science and nature to culture, archaeology, and space.

National Geographic Kids includes digital editions of all *National Geographic Kids* magazines from 2009 to present (with a three-month embargo on current issues), as well as 500 downloadable images for classroom use and student assignments and 200 *National Geographic Kids* books, including *National Geographic Readers*, which cover wildlife, pets, and nature. The interface also

The selections also support the Common Core State Standards, providing elementary and middle school students with opportunities to gain an understanding of other cultures, practice foundational reading comprehension, and engage in complex texts. Example books include *Baby Mammoth Mummy Frozen*



in Time!; *Not a Drop to Drink: Water for a Thirsty World*; *National Geographic World Atlas for Young Explorers*, 3rd edition; *Celebrate Chinese New Year with Fireworks, Dragons, and Lanterns*; *Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires Along the Way)*; and *Science Fair Winners: Experiments to Do on Your Family*.

"*National Geographic* magazine is loved and recognized by all audiences and ages, even though the content is often more accessible for advanced learners," said Frank Menchaca, senior vice president, global product management, research, school, and professional, Cengage Learning, in a statement. "With the launch of *National Geographic Kids*, we're able to offer content and navigation that is

elements that make finding content more intuitive for younger audiences. *National Geographic Kids* is also accessible via the National Geographic Virtual Library interface, allowing for easy access and reference with the other resources in the product line.



AWE MAKES EARLY LEARNING EASY

Product: Early Literacy Stations by AWE Digital Learning Solutions.



Details: An all-in-one digital learning solution for children ages 2 through 8. Features more than 60 educational software titles spanning seven curricular areas that are pre-loaded and displayed using engaging graphics and intuitive menus. No internet connection required. Available in English, bilingual Spanish, and bilingual French.

User (pictured): Victoria Kulikowski, youth services librarian at Long Hill Township Library in Gillette, New Jersey.

How do you use AWE Early Literacy stations? Our library has four stations. Parents of young children who aren't in school yet use them after storytimes. It's a safe, educational computer experience, featuring many pre-school math and reading programs. The Reader Rabbit program is a favorite of the younger set. Elementary school students visiting the library after school often work on AWE stations after finishing their homework. The My Amazing Human Body science program is a favorite of this group.

How do they serve Long Hill Township Library's needs? Parents are always looking for safe, educational computer applications for their kids. The AWE stations are self-contained and not connected to the internet. They offer a variety of programs that are fun and educational. Parents can rest easy and give their children screentime with a product that can help with education, literacy development, and computer skills.

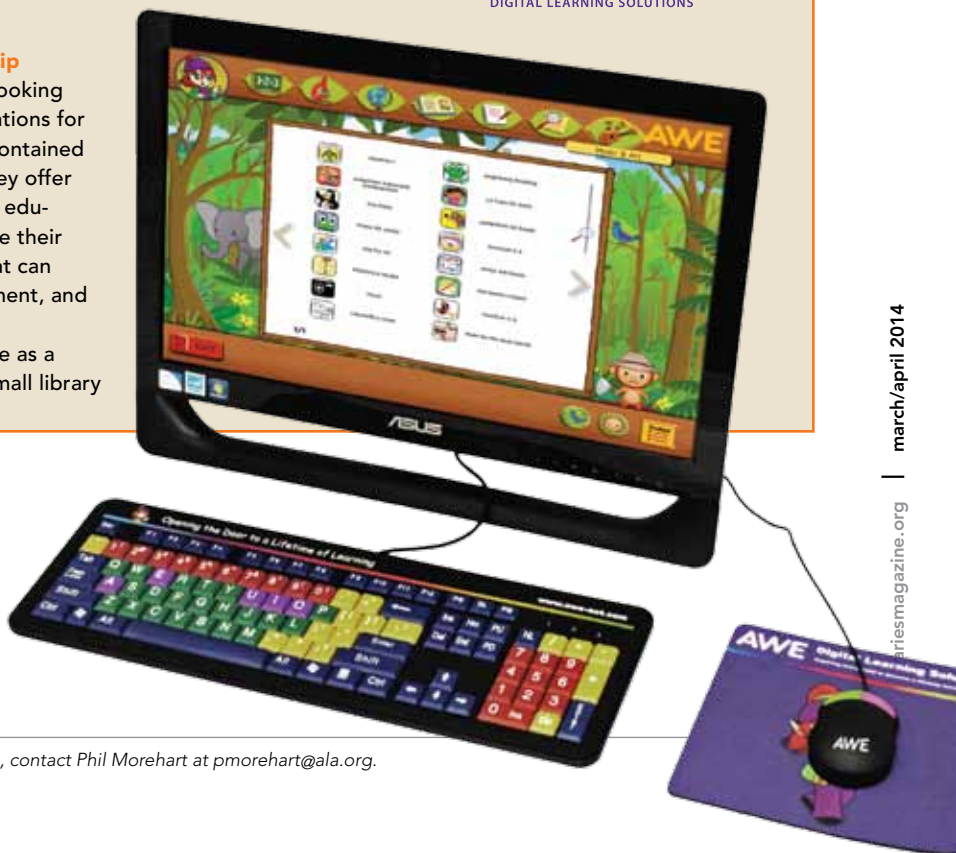
AWE stations are very helpful to me as a youth services librarian working in a small library

that serves a community of fewer than 10,000 people. If a library doesn't have the funds for a ton of digital resources and network technicians, it can still offer children and families a sound computer literacy experience with AWE.

What are its main benefits? The quality of the programs is key. These are tried-and-true educational programs that even the most particular library parent will find worthy. Also, computers in a library's children's area can be an issue with regard to internet connectivity. The AWE stations allow the library to choose if it wants the stations to be connected to the internet or not. And if a library does decide to have internet available on the stations, AWE created a filter that steers children away from what may be objectionable content.

What would you like to see improved or added? I would like to see the AfterSchool Edge stations, which were created for children ages 6 through 12, have a more slick, less childish look to them. Children in this age group want something that looks more like what they see their parents or older siblings using.

AWE
DIGITAL LEARNING SOLUTIONS



age-appropriate and is supportive of curriculum and learning standards adopted by many states nationwide.”

To learn more about the collection and the whole National Geographic Virtual Library product line, visit gale.cengage.com/ngvl. ■

To have a new product considered for this section, contact Phil Morehart at pmorehart@ala.org.

Fired Up for Retirement

What's worse than new-roof leaks and dunning a trustee for overdues?

by Will Manley

Above all, every library director with a standard seven-member board of trustees knows one fact of life: the rule of four. It takes only four votes to get you fired. If you're unlucky, your board has only five members. Things can get very dicey when it takes only three votes to get you fired. So if you really want to be a library director, look for a nine-member board of trustees. It takes real talent to alienate five people; so if you get fired in that scenario, you probably deserve it.

Although there is one term for getting hired ("You're hired") there are countless terms for getting fired: canned, sacked, terminated, let go, kicked to the curb, sent to Siberia. The list goes on and on.

Just as there are many ways to say "You're fired," there are many ways to *get* fired. Let's see: Your weeding program can go awry; the rollout of your new multimillion-dollar integrated library system can crash and burn; the roof on your much-heralded and expensive building addition can leak;

your employee of the year can have a nasty psychotic episode in the children's room; or your passive-aggressive head of circulation can wage a secret war on chronically delinquent trustees. Nothing is your fault, but you get the sack.

But you never publicly admit to being sacked. To the nosy reporter poking around, you say you have decided to spend more time with your family, whom you now have no money to feed, clothe, and shelter.

For me the best part of retirement was no longer having to fear being fired. These words from the board bully always sent chills up my spine: "Do what I say, Will, or I have four votes to can your ass." Guess what? I really *was* looking forward to spending more time with my family.

Then two years into retirement, when I felt like I was getting A+ evaluations in my new (unsalaried) career as a grandpa, I lost my 3-year-old grandson Connor in the library. There we were, looking at



There are many ways to say "You're fired," and to get fired.

snake books, when he basically snaked away. At first I kept calm and walked over to the dinosaur books. No Connor. Then I headed nervously to the monster truck

books. No Connor. Next I sprinted to the kiddie computers. No Connor. Now I screamed, "CONNOR!" No Connor.

A librarian came over. "Sir, have you lost a child?" When I nodded, she set in motion the library policy for lost children. One staffer walked through the building, one checked the bathrooms, and one headed for the parking lot. No Connor.

For 10 minutes I was in that special fiery ring of hell reserved for idiot grandpas. What would I tell my son? "We have a bit of a problem here. Connor seems to be missing. We had fun browsing the snake books, but now we can't find him. But the librarians are contacting the police. I'm sure he'll turn up."

Just as I was ready to dial, I heard Connor's unmistakable giggle. "Gotcha, Grandpa. I was hiding behind that big chair."

I didn't know what to do—scream or hug him. I bit my tongue and did the latter. Then I said, "Don't tell your dad; I don't want to be sent to Grandpa Siberia." ■

WILL MANLEY has furnished provocative commentary on librarianship for more than 30 years and has written nine books on the lighter side of library science. Email: wmanley7@att.net.



He Takes Mining to a Whole New Level

Standing at the intersection of social media and information systems — that's where you'll find Chirag Shah, assistant professor of information science at Rutgers.

This award-winning researcher is making inroads in social and collaborative information mining, such as examining a person's intention while using search engines.

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Chirag Shah
Assistant Professor

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