

american libraries

SEPTEMBER/OCTOBER 2014

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

Designs That Last

p. 32

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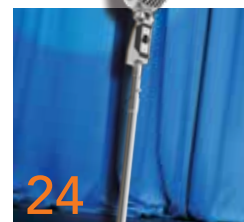
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Library Designs That Endure

by Laurie D. Borman

The latest library designs—new buildings, reconstructions after disasters, renovations for kids and collaborations, all shining examples of what libraries offer—are on display in our 2014 Library Design Showcase, beginning on page 32. They represent some of the many amazing facilities that opened in the last year—from Alabama, Georgia, Iowa, Maryland, Massachusetts, New York, Ohio, Oregon, Pennsylvania, Virginia, and Wisconsin. All of them are inviting spaces, but if I could choose only one, I'd love to see the demonstration kitchen at the Free Library of Philadelphia. The library created it for two reasons, according to its website: "The first part is teaching literacy skills through cooking, and the sec-

ond part is exploring culinary literacy. Every bite of food we eat has a story."

Local chefs and college instructors are teaching kids, teens, families, and adults culinary literacy in their new facility. We've coupled our annual feature with a few other design-related stories, such as the ALA/IIDA library interior design awards on page 40.

The beautiful end results may make you forget all the work that goes into deciding how to get your entire collection offsite for a new building, so we called on library director Tim Schlak to give you a

list of 12 essential things you'll need to know to maintain your sanity as you pack up, continue to serve patrons, and keep an eye on the construction work at the same time.

Even with the expansion of digital holdings, there are still oodles of print books that patrons of academic and public libraries want—some-time. What libraries need is storage for all those gently used books. As someone who went from a 3,000-square-foot house to a 1,000-square-foot apartment last year, I especially appreciate the need for weeding a collection, utilizing space, and finding an offsite storage facility for those things you just can't part with. Libraries are finding that shared depositories make a great solution, offering inexpensive space that is partnered with high-tech robotic equipment to retrieve books as needed. Learn more about these facilities in the story on page 50 from author and consultant Lizanne Payne, who managed the development of the Washington (D.C.) Research Library Consortium.

While we love the new spaces, we'll always have awe and respect for historic ones, too. Check out the beautiful light reflecting the Italian Romanesque style and Moorish influence of the UCLA Powell Library rotunda, built in 1929, in *The Bookend*, page 64. Music and historic dance programs take place there, including the 18th Jane Austen Ball scheduled for May 15, 2015. ■

american libraries

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50 E. Huron St., Chicago, IL 60611
americanlibrariesmagazine.org
email americanlibraries@ala.org
toll free 800-545-2433 plus extension
local 312-944-6780 • fax 312-440-0901
online career classified ads: JobLIST.ala.org

Editor and Publisher
Laurie D. Borman • lborman@ala.org • x4213
Managing Editor
Sanhita SinhaRoy • ssinharoy@ala.org • x4219
Senior Editor
George M. Eberhart • geberhart@ala.org • x4212
Senior Editor
Beverly Goldberg • bgoldberg@ala.org • x4217
Associate Editor
Phil Morehart • pmorehart@ala.org • x4218
Associate Editor
Mariam Pera • mpera@ala.org • x5282
Editorial Intern
Marissa Kozma • mkozma@ala.org • x2155

design and production

Managing Editor, ALA Production Services Chris Keech
Senior Production Editor Kirstin Kruttsch
Senior Production Editor Krista Joy Johnson

publishing department

Associate Executive Director Donald Chatham
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Katie Bane • kbane@ala.org • 312-280-5105

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Advocate. Today.

One hour a day makes a difference

by Courtney L. Young

The first few months of my tenure as president of ALA have been amazingly full and rewarding.

At once exhilarating, educational, and sometimes exhausting, this time has reinforced one of my own longest and deeply held convictions: Libraries are powerful. They shape minds, bolster economies, and anchor communities of every size in every corner of America.

Libraries really do change lives. That reality is well known and proudly understood by every one of us. I don't believe, however, that we have internalized an even more fundamental and vital truth: Libraries are powerful because librarians are powerful.

In this issue, I'd like to speak to that power—to you—and to be very frank. I am concerned that librarians (and the schools that prepare them) have not yet fully embraced what I believe to be a core professional responsibility. That responsibility is advocacy.

Clearly, we become and remain librarians out of a deep commitment to affording the broadest possible access to information as a means of enriching every person's life, the lives of those around them, and their communities. We are passionately dedicated to our profession and to fundamental human rights like education, privacy, and intellectual freedom. We support and become involved in ALA precisely because of that commitment

and dedication, knowing that we have a much greater impact when we work together.

I know that your commitment is total and your dedication sincere, but to truly effect the change that we want to see in the world, every single one of us must also act. That action is advocacy—and it cannot succeed without you.

That's why I call on you and all of ALA's more than 57,000 members to become an active advocate: a librarian or friend of libraries who accepts my challenge to pledge to spend an average of just one hour every week on library advocacy.

What is this advocacy I'm talking about?

■ Advocacy is working with other colleagues who are actively involved. They'll be happy to have you join them and will show you the ropes if you're a newbie or simply shy.

■ Advocacy is meeting with your local officials to talk about your library and its impact on and importance to local community members of all ages.

■ Advocacy is taking every opportunity to speak at your local Rotary Club, church, PTA, AAUW, or any of a hundred other organizations, to tell the story of how crucial libraries are in the 21st century.

■ Advocacy is proactively inviting members of Congress, state representatives, and local officials

to your library for a simple visit, town meeting, or even a hosted debate to help build personal relationships and invest in them a full sense of libraries' value that will be critical when, for example, difficult fund-

ing and other policy decisions are being made.

■ Advocacy is hosting a Declaration for the Right to Libraries signing ceremony in your

library to help start a conversation about the value of the library for everyone in your community.

■ Advocacy is supporting your library colleagues when they face censorship challenges or threatened budget cuts.

■ Advocacy is becoming part of the national campaign to make sure every student has a school library and a full-time certified school librarian.

■ Advocacy is building relationships and coalitions with other community groups that can help leverage your voice in supporting learning, literacy, the freedom to read, and libraries.

■ Advocacy is actively engaging with your community: by helping community members to realize their aspirations while creating a more essential library and a stronger community.

Of course, advocacy is also helping ALA and its many coalition partners ensure that state and federal lawmakers and officials also



Every one of us must act. Advocacy cannot succeed without you.

understand the critical importance of 21st-century libraries and where librarians stand on such core issues as library funding, intellectual freedom, copyright, privacy, and many others.

So, without question, in addition:

- Advocacy is attending your state legislative day and meeting with your state representatives and executive branch officers to talk about the value of libraries and to promote library funding. (Hint: Fill your car up with trustees, Friends, family members, or, better still, the representatives' or officers' family members.)

- Advocacy is signing up for state and federal "legislative alerts" sent via text or email and keeping up with District Dispatch—the ALA Washington Office's terrific, easily understood blog about what's hap-

pening in Washington that's vital to libraries—and encouraging every library patron, trustee, and Friend to do so too.

- Advocacy is contacting your state representatives or members of Congress right away when the call comes to deliver an urgent and specific message about an issue or piece of legislation. Visit, call, email, tweet—whatever you're comfortable with is good, just act!

And finally, critically:

- Advocacy is inviting every colleague and friend of libraries you meet to join you in becoming an active advocate and using the many informational and organizational tools provided by ALA's Offices of Library Advocacy, Government Relations, and Intellectual Freedom (among others) to make your advocacy effective and

easy. Find them at ala.org/advocacy/advocacy-university.

There certainly are a lot of ways to spend that hour, so take your choice. With every conversation, presentation, visit, email, or call, you'll also be delivering a larger message to policymakers and, I hope, to yourself: Librarians and the ideals for which we stand are powerful.

So, too, will be the nearly 3 million advocacy hours that together ALA's members would collectively contribute. Just one hour a week will make a world of difference. Please, won't you join me in becoming an active advocate? Let's do it together—all 57,000 of us. Let's do it today. ■

COURTNEY L. YOUNG is head librarian and professor of women's studies at Pennsylvania State University, Greater Allegheny campus, in McKeesport. Email: cyoung@ala.org.

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Extremism at the library

As a special collections staff member at a public university, I read Maria R. Traska's "Extremism @ the Library" (*AL*, June) with great interest. It was a fantastic overview of issues germane to collections that include sensitive and potentially offensive materials. However, I was taken aback by a few statements made in the section on mass digitization.

There are of course many reasons not to mount a digitization project, such as the labor and copyright

considerations touched on in the article.

However, I was mildly shocked by statements about the Southern Poverty Law Center collection, indicating

that the David M. Rubenstein Library is not interested in attracting "the wrong potential users of the material," and that keeping access limited to scholars is "in line with [Duke University]'s and [the] library's goals."

Special collections units, especially in academia, already battle a reputation as elitist gatekeepers who protect our materials from the general public, squirreling them away for posterity and "real" scholars. We can do without library staff and faculty reinforcing harmful stereotypes by selecting their potential users so narrowly. We all understand that sensitive information is to be

handled carefully, but as a field we need to let go of the notion that we should have control over how information is used once it reaches our public.

Hopefully, the goals of Duke University and the Rubenstein Library can someday be brought in line with ideas put forth in their own mission statements: the desire to "contribute boldly to the international community of scholarship [and] promote an intellectual environment built on a commitment to free and open inquiry," that the "collections are meant to be shared," and that the library "is open to everyone—students, scholars, independent researchers, and members of the general public."

Rory Grennan
Urbana, Illinois

Kudos to Maria R. Traska for her article in the June *American Libraries* ("Extremism @ the Library"). It was a fascinating look at the value of library special collections in studying our culture. While the article's focus was primarily academic, it is encouraging to know that public libraries are also active in saving unique local collections.

Larry Oathout
Evansville, Indiana

Vanishing periodicals

More than a year ago, the library at New Mexico State University moved all the current periodicals behind the counter. This means one can no longer browse them for current and novel or interesting topics, but only order them

sight unseen. This removes one of the true joys of a library for the casual user like myself.

Is this somehow related to the trend toward electronic periodicals? I have noted that the current periodical section has been steadily shrinking over the last decade. Before the move behind the counter, it was housed in a room no larger than my bedroom. This room now is the office of the lady in charge of "access."

Perhaps your readers and staff might enlighten me and others. Are many current periodicals sections disappearing behind the counter? Are many current periodicals sections simply disappearing? Is there a reaction against magazine browsing? I would like to know the why and when on any of these.

George Haering
Las Cruces, New Mexico

Passport services

I recently visited the Solon, Ohio, branch of the Cuyahoga County Public Library system, which also serves as a US passport application acceptance facility. In my six years leading the passport office at the US Department of State, I have toured dozens of acceptance facilities across the country and I can attest that the library in Solon is a gem.

Selected by the department to participate in a special six-month pilot program, the library provides services not available at all acceptance facilities, such as passport photos, expanded evening and weekend hours, and availability for walk-in customers. After

As a field we need to let go of the notion that we should control how information is used once it reaches our public.

the pilot is complete, we are hoping to have a clearer picture of what services are important to our customers.

The library in Solon is not alone, and I know there are many more gems across the country. It's no secret that hundreds of libraries have already discovered the benefits of becoming a passport application acceptance facility.

In an era of tight budgets, passport application fees can become an important source of revenue. Libraries retain the \$25 fee from each application and some have used revenue generated from the fees to fund activities such as literacy programs. Libraries have also used participation in the passport application acceptance program to increase circulation numbers by promoting books and electronic media about travel, languages, and countries around the world.

A public library is a center for community activity. Applying for a passport at the library is also a natural extension of the services libraries already provide. My hope is that more libraries will follow the lead of the facility in Solon and make applying for a passport more accessible to US citizens.

Brenda S. Sprague
Deputy Assistant Secretary of
State for Passport Services
Washington, D.C.

Myth busters

I understood the intention of Linda W. Braun's article "The Myth of Busy Summers" (AL, June), and I did not take offense, but I think there was a huge component missing. In order for librarians to operate at the same intensity necessary during the summer, we would need to either increase branch staff or be willing to sacrifice

librarian presence in the branch in order to accommodate outreach and programming activities.

Ideally, I would love to program and conduct outreach at the same level we do in the summer, but is that realistically possible? I think the author is correct in stating that we are busy in different ways during the school year, and I also agree that we should be connecting with kids during that time. I think so many of us are already doing these things, but functioning at the same level we do

during the summer seems unrealistic without additional staffing or increased hours for our librarians.

I read this article as an attempt to advocate for librarians, stressing the importance of our work year-round that many in the community may not recognize because we aren't as public about our year-round services as we are with our summer program. However, I would never say that I am not busy during the school year, but I certainly do not offer outreach services and programming at the same level [as during the] summer because the capacity of my branch could simply not handle it.

So my question would be, how can we make all this possible without burdening branch staff and the physical and mental capacity of our librarians? And in what ways can administration and staff better advocate and publicize the efforts already happening in libraries across the country?

Erin Moehring
Greenwood, Indiana

I am busier in the summer, and I don't mind saying so. In the winter, there are weeks when I can work 40 hours, with no overtime! Amazing. Right now, I work extra time, with sometimes two

or three extra hours almost every day. Summer is a great time to point out the range of library services we do. In the winter, I do more collection development, school outreach, and regular storytimes/book clubs/special events. We offer events year-round, as I'm sure everyone does. But if one wants to see the fullest *programming* potential of this library, come in the summer.

Allison Angell
Benicia, California

CORRECTION: *The ISBN number for Fundamentals of Collection Development and Management by Peggy Johnson (Librarian's Library, AL, June, p. 76) is 978-0-8389-1191-4.*



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ALA Applauds Presidential Signing of Workforce Act

The American Library Association (ALA) has applauded the presidential signing of the Workforce Innovation and Opportunity Act, which will open access to federal funding support to public libraries for job training and job search programs. President Barack Obama signed the bill into law on July 22.

"America, libraries, and the people who come to us for assistance have cause for renewed optimism," says ALA President Courtney Young. "As the reauthorization of the Workforce Investment Act, the Workforce Innovation and Opportunity

Act includes adult education and literacy programs offered at libraries as statewide employment and training activities. The bill provides funding support for 21st-century digital readiness training programs that help library users learn how to use technology to find, evaluate, organize, create, and communicate information."

The ALA Washington Office lobbied Congress to reauthorize the legislation. The final bill also requires state and local workforce boards to include plans to improve digital literacy skills at one-stop delivery systems; encourages support for public

libraries to strengthen the ability to meet various performance requirements; and prohibits any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the selection of library resources.

"We're proud of what libraries have accomplished over the last several years," says Young. "With the support of this legislation, we look forward to a brighter future for the American workforce libraries have served for more than a century. Libraries and the people who come to us for assistance have cause for renewed optimism."

ALA Joins Petition to Push FCC on Net Neutrality

On July 18, ALA joined 10 other national higher education and library organizations, including the American Council on Education, American Association of State Colleges and Universities, and Educause, in filing joint public comments urging the Federal Communications Commission (FCC) to adopt the legally enforceable network neutrality rules necessary to fulfill library missions and serve communities nationwide.

"America's libraries collect, create, and disseminate essential information to the public over the internet and enable our users to create and distribute their own digital content and applications," said ALA President Courtney Young in a July 18 statement. "For all these reasons and many more, the rules to be

set by the FCC will have an enormous impact on our public, K-12 school, and higher education libraries—as well as our students, educators, researchers, innovators, and learners of all ages.

"We are extremely concerned that broadband internet access providers currently have the opportunity and financial incentive to degrade internet service or discriminate against certain content, services, and applications," she continued.

The joint comments build on net neutrality principles (bit.ly/1yS0lp5) released July 10 and suggest ways to strengthen the FCC's proposed rules (fcc.us/1rwD3nB) to preserve an open internet for libraries, higher education, and the communities they serve. Read the comments in full at bit.ly/1px14Gt.

ALA Accreditation Decisions Announced

The Committee on Accreditation (COA) of ALA has announced accreditation decisions made at the 2014 ALA Annual Conference and Exhibition in Las Vegas. Continued accreditation status was granted to four programs: Master of Science in Library Science and Master of Science in Information Science at the University of North Carolina at Chapel Hill; Master of Library and Information Studies at the University of Oklahoma; Master of Library and Information Science at San José State University; and Master of Science in Information Studies at the University of Texas at Austin. The next comprehensive review visit for these programs is scheduled to take place in spring 2021.

ALA accreditation indicates that the program has undergone a self-evaluation process, has been exter-

nally reviewed, and meets the Standards for Accreditation of Master's Programs in Library and Information Studies established by COA and adopted by ALA Council. COA evaluates each program for conformity to standards that address mission, goals, and objectives; curriculum; faculty; students; administration and financial support; and physical resources and facilities.

A complete list of accredited programs and degrees can be found at ala.org/accreditedprograms/directory.

Volunteer for ALA and Council Committees

ALA President-Elect Sari Feldman encourages members to volunteer to serve on ALA and Council committees for the 2015–2016 term. Serving on an ALA or Council committee provides members with leadership training, networking opportunities, and experience in working on specific Association topics.

Committee appointments will be finalized at the 2015 ALA Midwinter Meeting in Chicago, with notifications sent out in early spring 2015. Terms start on July 1, 2015.

To volunteer, submit the form electronically at ala.org/CFApps/Committee/volunteerform/volunteerform.cfm. Select "ALA" in the drop-down menu on the main form to volunteer for both ALA and Council committees. Submissions close on November 7.

Haley Museum a Literary Landmark

The Alex Haley Museum and Interpretive Center has been designated a Literary Landmark by United for Libraries, in partnership with the Tennessee Historical Commission and the museum.

Haley's boyhood home, which was built by his grandfather in 1919,

served as a seat of inspiration for Haley's Pulitzer Prize– and National Book Award–winning novel *Roots: The Saga of an American Family*. Haley's works, life, and legacy are preserved by the museum. A bronze plaque honoring the author was unveiled in a dedication ceremony on August 9.

The Literary Landmark program is administered by United for Libraries. More than 130 Literary Landmarks across the United States have been dedicated since the program began in 1986. Any library or group may apply for a Literary Landmark through United for Libraries. For more information visit ala.org/united/products_services/literarylankmarks.

Popular PLA Trainer Returns

The Public Library Association (PLA) is reviving the popular online course "The Accidental Public Library Technology Trainer" September 8–October 3. This four-week-long, blended-learning program is designed for public library professionals who are responsible for technology training of users or staff at their library.

Librarian, author, and trainer Stephanie Gerding will guide participants through live webinars, independent assignments, and online discussions that will teach practical tools and techniques to help others learn; how to lead activities that increase learning, participation, and retention; and how to design and share workshop materials to create a learning community.

The course costs \$139 for PLA members, \$169 for ALA members, and \$199 for nonmembers. Registration deadline is September 5. Visit ala.org/pla/onlinelearning/courses/accidental to register.

CALENDAR

ALA EVENTS

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

Sept. 21–27: Banned Books Week, ala.org/bbooks.

Sept. 24: Banned Websites Awareness Day, ala.org/aasl/bwad.

Oct. 12–18: Teen Read Week, ala.org/teenread.

Oct. 19–25: National Friends of Libraries Week, ala.org/united/events_conferences/folweek.

Nov.: Picture Book Month, picturebookmonth.com.

Nov. 15: International Games Day, igd.ala.org.

2015

Jan. 30–Feb. 3: ALA Midwinter Meeting and Exhibits, Chicago.

Feb. 4: Digital Learning Day, digitallearningday.org.

Mar. 8–14: Teen Tech Week, teentechweek.ning.com.

Apr. 26–May 2: Preservation Week, ala.org/alcts/confevents/preswk.

June 25–30: ALA Annual Conference and Exhibition, San Francisco.

Registration Open for ALSC Online Courses

Registration is now open for fall 2014 online courses offered by the Association for Library Service to Children (ALSC). These four-week-long online courses are designed to fit the needs of working professionals, and are taught by experienced librarians and academics. This session, ALSC has increased the number of courses offering certified education units. ALA has been certified to provide CEUs by the International Association of Continuing Education and Training.

Courses offered are: Science, Technology, Engineering, and Math (STEM) Programs Made Easy; Storytelling with Puppets; and Story-time Tools. Classes begin September 8. Course descriptions and registration information are available at bit.ly/WWUyB9. Fees are \$115 for ALSC members; \$165 for ALA members; and \$185 for nonmembers.

ALA Calls for Passage of USA Freedom Act

ALA has called for the immediate passage of the USA Freedom Act of 2014 introduced by Sen. Patrick Leahy (D-Vt.).

"Libraries and librarians are and have been on the front lines of the fight to preserve the Fourth Amendment and foster government transparency in a post-9/11 world," says Emily Sheketoff, executive director of the ALA Washington Office. "The new USA Freedom Act introduced by Leahy and others, if passed, would finally allow judges to assess all 'gag orders' that accompany every so-called National Security Letter, empower new Special Advocates to meaningfully champion civil liberties in FISA court proceedings upon judicial request and, once and for all, end the dragnet collection of US citizens'

BRING THE BARD TO YOUR LIBRARY

The ALA Public Programs Office, in collaboration with the Folger Shakespeare Library and Cincinnati Museum Center (CMC), is accepting applications for the traveling exhibition "Shakespeare and His First Folio."



Published seven years after the playwright's death, *Mr. William Shakespeare's Comedies, Histories, and Tragedies*—now known as the *First Folio*—saved for posterity 18 of Shakespeare's 38 plays, including *The Tempest*, *Macbeth*, *Twelfth Night*, and *As You Like It*. Part of events planned for 2016 to commemorate the 400th anniversary of William Shakespeare's death, the exhibition will present the 1623 original edition of the folio in each of the 50 states, the District of Columbia, Puerto Rico, and the US Virgin Islands. The tour will launch in January 2016 and continue through the calendar year.

Host locations will show the exhibition for four weeks. Each institution must have a suitable space in which to display the First Folio and exhibition and meet environmental and security requirements. In addition, selected sites will be asked to plan several related programs, including an opening event and programs for schoolteachers and families.

The opportunity is open to public, academic, and special libraries, small museums, colleges, universities, historical societies, and other cultural venues. Full guidelines and an online application are available at apply.ala.org/shakespeare. The application deadline is September 5.

"Shakespeare and His First Folio" is made possible in part by a major grant from the National Endowment for the Humanities: Exploring the human endeavor.

telephone records under the Patriot Act," she said.

"While more to protect privacy still needs to be done, as Sen. Leahy has said, the USA Freedom Act of 2014 deserves to be passed quickly by Congress and signed by the president without delay; 13 years to begin to restore Americans' privacy is long enough."

AASL Releases Senior/Capstone Statement

The American Association of School Librarians (AASL) has published a position statement on the role of the school librarian in Senior/Capstone Projects: research-oriented courses driven by student interest and not curricular mandates.

The statement affirms that school library programs and librarians are crucial to the implementation of these projects. It declares school librarians possess the knowledge of instructional strategies, resources, and technology to work with students in developing these skills and dispositions. It also emphasizes that school librarians' unique leadership skills and expertise play an important role in the design, coordination, and implementation of Senior/Capstone projects.

The position statement was created to address AASL Affiliate Assembly concerns. In response, AASL formed a task force to gather examples of exemplary implementation of Senior/Capstone Projects that involve school librarians. The statement is available at bit.ly/lpbfkWS. ■

Long Nights Build Library Use

The idea of an all-nighter might not hold much appeal past a certain age.

Many librarians, however, are using all-nighters to build an enthusiastic audience of student users through the Long Night Against Procrastination.

One student at Crozet Library, a branch of Jefferson-Madison (Va.) Regional Library, left a remarkable thank-you note with Young Adult Librarian Allie Haddix about the library's Exam Cram event for high school students: "Because of the services that you have provided, I will study hard and efficiently, get good grades, get into the best college, and change the world."

The European University Viadrina in Frankfurt, Germany, created the Long Night Against Procrastination (LNAP) in 2010. Since then, it has spread among university writing centers and, in many cases, libraries worldwide. Others, including school and public libraries, have started holding events that, while not formally connected to LNAP, have similar goals.

The specifics of these events vary, but the core idea is the same: Students gather in the library to study or work on projects late into the night, while library and writing center staffers offer assistance in research, writing, and proofreading, and sometimes professors volunteer their time to provide assignment-specific aid. Many programs add snacks, relaxation events, planned study breaks, giveaways, and other non-academic activities into the mix.

But even at LNAP and similar events that have those extras, productivity—in a supportive, community atmosphere—is central. At Crozet's Exam Cram, the library stayed open late exclusively for high school students over seven days. "There was one group using dry-erase markers to write equations on the glass walls, and they had filled the whole wall with equations," says Haddix.



A therapy dog from Love on 4 Paws gets lots of attention at Loyola Marymount University's William H. Hannon Library during Long Night Against Procrastination.

Central to Long Night Against Procrastination events is the library's supportive community atmosphere, which encourages student productivity.

"It looked like they were in college."

LNAPs get enthusiastic response from students. Perhaps most dramatically, the Long Night at Waldorf College's Hanson Library (held in partnership with the Waldorf Writing Center) in Forest City, Iowa, attracts 20% of the student body. Since it began in 2013, "every time one of our student ambassadors gave a tour in the library, they'd mention the Long Night as a hallmark event," says former director (and now head of Hardin Library Services at the University of Iowa) Elizabeth Kiscaden.

These events can serve a valuable outreach function. Waldorf's staff marketed the event at the college's field house and brought in many students who hadn't previously used the library. "It helped to break down library anxiety, getting them in and showing them that it's a welcoming environment," Kiscaden says.

Meanwhile, at Brandon (Manitoba) University's Robbins Library, the hours of LNAP helped the Academic Skills Centre reach a new audience. "The Writing Skills

staff who were here were able to help students who couldn't come in to see them during regular hours," says University Librarian Betty Braaksma.

In some cases, these events have helped libraries build bridges around their campus. For the Feel Good Finals program at Loyola Marymount University's William H. Hannon Library in Los Angeles, the library worked with the campus recreation department to offer massages in the library and to share the cost of bringing in therapy dogs and meditation programs. Since then, an on-campus pub operated by the recreation department has reached out to the library about sponsoring a trivia night. "I don't think we'd have been on their radar if we hadn't built this connection through Feel Good Finals," says Outreach and Communications Librarian Jamie Hazlitt.

Petaluma (Calif.) High School's Cookies and Cram event lasts for a few hours after school and includes both librarians and teachers helping students in the days before finals. "It's amazing to see a teacher sitting at a table helping two or three kids with a question. Then suddenly there will be a group of kids who aren't necessarily from her classes talking to her informally," says Teacher-Librarian Connie Williams. "It's a really positive experience for kids to know they can come up to any



More than 100 students attended the LNAP hosted by Waldorf College's Hanson Library and the Waldorf Writing Center.

teacher and get their questions answered, and I know the teachers love interacting in that way."

—Greg Landgraf is a freelance writer based in Chicago.

See americanlibrariesmagazine.org for more details about several libraries' Long Night Against Procrastination programs.

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How Libraries Help Kids Stand Up to Bullying

Several years ago, a teenage girl approached Kara Watson, librarian at the Carrboro (N.C.) High School, for help: Some of her fellow students had added inappropriate remarks to the girl's unsecured Facebook account during study hall. Watson printed all the evidence, had the girl delete the offending remarks, and reported the incident to the principal.

Before study hall was over, the principal was dealing with the perpetrators.

"We handled it all immediately," Watson tells *American Libraries*.

"That's a key role of what librarians can do in schools to be a force against bullying. If the students know you're there, and that you're an advocate for them, they'll come to you."

According to statistics from the Olweus Bullying Prevention Program, one in seven students in K–12 is either a bully or a victim of a bully, and 15% of all school absenteeism is directly related to fears of being bullied at school.

As a safe haven, it seems only natural that school and public libraries embrace the burgeoning anti-bullying movement that has been sweeping the nation for the past few years in reaction to high-profile stories of young people feeling so harassed and hopeless that they have dropped out of school or committed suicide.

"You need to be a very consistent force in students' lives," Watson says. Her philosophy is to be friendly and approachable so students see her as a trustworthy adult to turn to if they are being bullied or witness

such behavior. She says she rejects limiting her role to being "that stereotypical librarian who's shushing and laying down the rules."

According to the 2011 edition of *School Libraries Count!* a national longitudinal survey by ALA's American Association of School Libraries of school library programs across the nation, 70% of 4,887 librarian respondents indicated they tackle the topics of cyberbullying, harassment, and stalking behavior at school. The survey reveals just how prevalent the problem is in many schools.

"When we were kids, if someone was picking on you at school, you went home and that was your re-prieve," says Watson. "But now it's just persistent. Kids can text each other all the time." She says she teaches students how to block unwanted texts and how to configure Facebook for maximum privacy in order to control their social media environment.



A Pledge for Erie County

This logo is used by Buffalo and Erie County (N.Y.) Public Library to brand its anti-bullying banners and posters for easy recognition by the public.

"School librarians can play an active role in helping each child become a responsible and caring cybercitizen, ready to take action against the bullies online," wrote Kathy Fredrick, director of libraries and instructional technology at Shaker Heights (Ohio) City Schools, in the September/October 2013 *School Library Monthly*.

For Watson, that means starting with freshman library orientation. She introduces herself, learns everyone's names, and begins to teach the concept that "digital life is *life*." She follows up with a unit in 9th-grade health class in which she recounts local cyberbullying incidents from the news, such as the case of a teen in an adjoining county who was harassed in a sexting incident.

For 11th-graders, Watson revisits the don'ts of cyberbullying, coordinating her talk with college application season—a time when students' online reputations take on additional gravitas.

Public library involvement

Although the Children's Internet Protection Act does not require public libraries to teach patrons how to combat bullying, several libraries have taken a public stand against such behavior.

In October 2012, hundreds of people turned out at the inaugural Bullying Stops Here rally at the Buffalo and Erie County (N.Y.) Public Library (BECPL). Just 13 months earlier, a local 14-year-old boy named Jamey Rodemeyer had committed suicide after suffering years of bullying over his openness about being gay and activism against homophobia.

"It was something that very much hit home," says BECPL Director Mary Jean Jakubowski. She says the library took the lead in contacting other groups that conducted similar campaigns in Erie County and made Bullying Stops Here posters for elected officials, children, and adults to sign as a commitment to standing firm that "bullying stops with me." Banner versions of the poster hang in the system's libraries year-round.

Patrons have told staff members that seeing the banner reminds them "the library is a safe haven to us. We know that we can feel comfortable here. We know we can be ourselves here."

BECPL holds its Bullying Stops Here campaign in October because it is designated National Bullying Prevention Month. The month's activities—themed concerts, lecture series, and educational activities—are "a celebration of life and a celebration of individualism," Jakubowski says. "When something significant goes on in the community, be supportive of the situation, and show that libraries are there for people and can be supportive through the resources we provide."

The Orange County (Fla.) Library System (OCPL) holds anti-bullying

activities in March, dubbing the event March Against Bullying. Tracy Zampaglione, public relations administrator for OCPL, says the library system's cyberbullying education has been a response "to what was an obvious community need."

OCPL also offers banners for people to sign and a lecture series, as well as an online internet-safety tutorial from the sheriff's department. During its inaugural month, in March 2011, about 2,500 people signed the anti-bullying pledge, and more than 500 attended online

safety events at the library. Attendance has grown to more than 1,000 over the years.

How does a library get started on such a campaign? Public libraries should "just do it," Jakubowski advises. As for school libraries, Watson recommends finding one teacher who is also interested and building from there.

Jakubowski adds: "This took a village to put together"—a microcosm of involved people "that brought the community together."

—Beverly Goldberg

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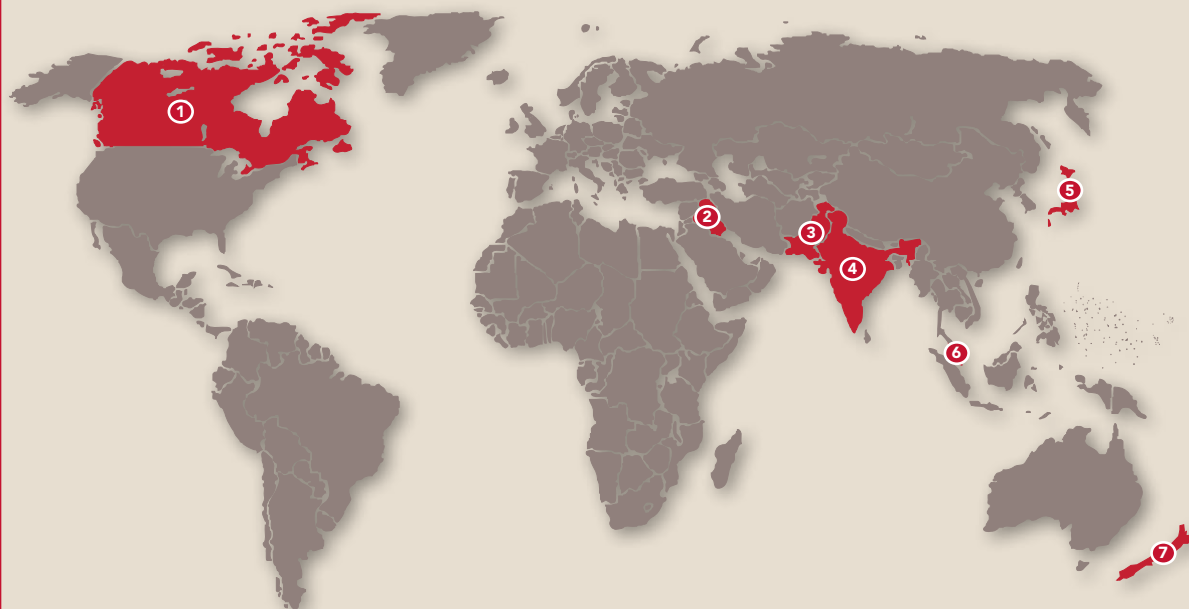
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GLOBAL REACH—CENSORSHIP



CANADA ①

The Vancouver (B.C.) Public Library denied a request in 2013 to remove the Dr. Seuss title *If I Ran the Zoo* (1950). The challenge was based on the book's illustrations of Asians and Africans that are racial stereotypes. Although it kept the book, the library no longer reads it at storytime.—*Vancouver (B.C.) Province*, May 12.

IRAQ ②

Militants from the Islamic State of Iraq and Syria (ISIS) in July called for the death of Kuwaiti-American comic creator Naif Al-Mutawa, claiming that his series *The 99* is slanderous to Islam. Each superhero in the series, which began in 2007, represents one of the 99 Virtues of Allah listed in the Koran, including generosity, mercy, wisdom, strength, and courage. The Saudi government issued a fatwa in March against the series, calling it “evil work that needs to be shunned.”—*Kuwait Times*, July 2; *The Daily Beast*, Mar. 28.

PAKISTAN ③

A ban remains in place in 40,000 private schools against teenage activist Malala Yousafzai's memoir, *I Am Malala*. The book recounts the injustices she faced after criticizing the Taliban's interpretation of Islam. The school management association claims the book shows no respect for religion and accuses Yousafzai of being a tool of the West.—*The Guardian (UK)*, Nov. 10, 2013; *Philadelphia Inquirer*, July 11.

INDIA ④

Penguin Books India withdrew and pulped in February all copies of *The Hindus: An Alternative History*, by the US-based academic Wendy Doniger, after a group of Hindu conservative nationalists filed a lawsuit asserting that the book misrepresented Hinduism. Dinanath Batra, an 85-year-old retired school principal, called “the Ban Man” by local media, was behind the effort.—*The Guardian (UK)*, Feb. 13, July 14.

JAPAN ⑤

A new statute passed in June bans, for the first time in this country, the possession of child pornography. Although manga and

anime were specifically exempted, some advocates are calling for the regulation of drawn, animated, and virtual images that depict the violent sexual abuse of children—content that would be illegal in many Western countries. Tokyo's new Youth Healthy Development Ordinance specifies that manga designated as “unhealthy” cannot be sold to individuals under the age of 18 and must be placed in an adults-only section of a bookstore. In July, a new online series by Arisa Yamamoto was canceled by its publisher, Comic Zenon, because of concerns that it would run afoul of the ordinance.—*CNN*, June 10; *Comic Book Legal Defense Fund*, June 13, July 7.

SINGAPORE ⑥

The National Library Board in July classified *And Tango Makes Three* by Justin Richardson and Peter Parnell, a children's book about two male penguins raising a baby chick, inappropriate for children and ordered all copies to be pulped. The decision followed a complaint from an anti-gay group that the content was against local family values. The library also planned to destroy all copies of *The White Swan Express: A Story about Adoption* by Jean Davies Okimoto and Elaine M. Aoki; and *Who's in My Family: All About Our Families* by Robie Harris, both of which portray nontraditional families. However, after a public outcry from citizens and local authors that called for the books to be reinstated, Information Minister Yaacob Ibrahim backpedaled and ordered that the books be moved to the adult section, where parents can borrow them for their children.—*National Library Board of Singapore*, July 8; *Malay Mail*, July 11; *The Guardian (UK)*, July 12, 18; *Comic Book Legal Defense Fund*, July 17.

NEW ZEALAND ⑦

The Office of Film and Literature Classification decreed in July that Alan Moore and Melinda Gebbie's graphic novel *Lost Girls* must be restricted to adult readers and cannot be displayed in public due to its erotic imagery involving children. Although the book was not ruled illegal, the Auckland City Libraries must now keep it hidden from public view and offer it only to adults who request it.—*Comic Book Legal Defense Fund*, July 8.

NEWSMAKER: MARJANE SATRAPI

Marjane Satrapi is author of the acclaimed graphic novel *Persepolis* and director of the film adaptation, which was nominated for an Oscar in 2008. The novel—banned at a Chicago high school in 2013—follows Satrapi's childhood in Tehran during the Iranian Revolution, and subsequent teenage years in Europe. Just in time for Banned Books Week, Satrapi spoke with *American Libraries* about the importance of education and culture, and the unintended benefit of banning books.



What led you to write about growing up in Iran in the late 1970s and the period after that?

MARJANE SATRAPI: The first time I left Iran for Austria I was 14 (that was 1984), and I heard people with all kinds of prejudices—especially about countries like mine. They were completely wrong, so I kept telling my story over and over. It became an obligation—I *had* to write because I was so fed up by all these misunderstandings. I couldn't do anything else but write about myself because I'm not a politician. I'm not a historian. I'm not a sociologist. I'm not any of those things. It happened that I was born in a certain place and at a certain time. As much as I can be uncertain about lots of things, I know what I have lived.

Why did you use the graphic novel form, and what does it offer that other mediums don't? I used to read comics when I was a child, but basically I read *Batman* and *Dracula*. Then I came to France, and they offered me *Maus* by Art Spiegelman, and I was like, "Oh my God, a comic book, ha-ha!" Then I started reading, and suddenly the whole world opened to me. When I started writ-

ing, I said to myself, "You have to write at least like Dostoevsky or Hemingway." I took myself very seriously. I became very boring. But with drawing I could make it lighter. Humor is important because it's a different level of language. If you laugh with someone, you have understood the soul of this someone, and then everything becomes easier. If people can laugh with me, then they can easily cry with me and understand my call.

***Persepolis* was banned briefly in 2013 at a high school in Chicago. It was removed from the library because of panels that depict torture.**

What are your thoughts on that situation? It was very bizarre because it came from Chicago. Chicago is not like some lost place in the middle of nowhere. I thought it was completely stupid. It's not like I made a porn magazine or something. I was very happy, though, because I saw these children, they were protesting. The good thing is that these people who ban things, it's like they are completely unaware of what a human being is. If you want to make adolescents read a book, ban it! And then they all want to read it. Why

not just explain it? It's not like kids are dumb.

What role did libraries and education play in shaping your life? Having lived in Iran and now Paris, what are the major differences you see in terms of the institutions and their public perceptions in different countries?

Education and culture are the basis of everything. Culture allows you to always speak with others because you have a basis. If I were the minister of culture for the world, I would make every student wiser by requiring them to travel to five continents before the age of 18. If you travel and see other people, then it becomes much more difficult to make war with them, because you know them.

Even though I was an only child, I never had lots of toys, but I could have as many books as I wanted. In my country under the Shah, there were books banned. And after the revolution there were other books banned. But they were all on the black market. When I first came to America I went to a lot of book shops and spoke to people. I have never seen the equivalent in Europe—you have these reading groups, you come to listen to the writer. People *really* like to read in America, and they organize to make things happen. I really have the feeling that people are there to listen. It's a whole exchange between me, the writer, and the people in front of me, which is really cool. I read somewhere that in America you have more public libraries than you have McDonald's. That's good. ■

To read the full interview, visit americanlibrariesmagazine.org.

Flipped Classrooms

Turning the tables on traditional library instruction

by Nancy Fawley

Librarians consistently struggle with how to cover the concepts they need to teach in the short amount of time instructors allot them, all the while being engaging and interactive. Some are embracing the flipped (or inverted) classroom method, which turns the traditional teaching approach upside down in order to enhance and expand time with students. Here's how it works: Instead of a lecture in class and hands-on work at home, instructors assign material to be reviewed ahead of time, allowing for problem-solving activities during class time.



Engaging students in active learning allows them to think critically.

The method is not new; literature classes traditionally follow a similar model in which students read assigned texts as homework and come to class prepared for discussion. The renewed focus is a result of technological innovations that allow instructors to transfer a lecture into something portable that can be viewed or listened to outside of class.

For librarians, using a flipped classroom approach means students view or listen to prerecorded lessons on how to search a particular database or develop search terms before they attend the library session. Class time is then spent applying these concepts with hands-on activities.

Engaging students in active learning during class gives them an

opportunity to think critically about what they are learning, something often lacking in traditional library instruction.

But flipping the classroom is not as simple as it sounds. Creating tutorials and podcasts can be time-consuming and may require knowledge of special software, although technological innovations and open-source software are making the process easier. The award-winning *Guide on the Side* (AL, "The Guide on the Side," May/June 2012) from the University of Arizona, allows librarians to quickly create interactive tutorials. TED-Ed has a "flip this video" feature that allows users to easily add quizzes

and open-ended questions to a YouTube video. Using this technology, however, assumes that all students have access to the necessary software, equipment, or internet connection, which is not always the case.

Without a standard lecture to prescribe the class format, the control of the instruction and content is no longer solely in the hands of the librarian. This type of teaching cannot be scripted, and unexpected questions and problems will crop up, but ultimately students have a greater command of their inquiry and learning. The success of the class also depends on the instructor. For students to complete the out-of-class activities prior to their library visit, the instructor must assign the

work and ideally offer some type of credit for completing it.

At the University of Nevada, Las Vegas, we have started to flip a portion of the library instruction for English composition classes. Undergraduate Learning Librarian Erin Rinto and Instructional Designer Frederic Rauber created a tutorial that students complete prior to class that helps them narrow and focus their research topic. Librarians build on the assignment in class by working with students to develop keywords and search for and evaluate sources. School librarians are also on board. Kim Sprankle, instructional librarian at Northfield Mount Hermon School in Gill, Massachusetts, uses *Guide on the Side* to create online tutorials for grades 9–12 and calls it a "game changer" that better prepares students for their library session.

Since the flipped classroom model is still young, there is little research to determine whether this approach improves student learning. However, anecdotal evidence suggests that the hands-on learning and group activities hold students' attention more than a traditional lecture format. I personally appreciate the opportunity to get out from behind the lectern and work more actively as students start their research journey. ■

NANCY FAWLEY is head of the library liaison program at the University of Nevada, Las Vegas. She has used podcasts and tutorials to "flip" library instruction for first-year composition classes. Email: nancy.fawley@unlv.edu.

What They Said

"The library has a history of providing lifelong learning. We wanted to latch onto this challenge."

NICK BURON, vice president of public library service at Queens (N.Y.) Library, on the library offering pre-K programs—believed to be the first of their kind in the country—at two branches in Woodhaven and Astoria, in "Queens Library to Offer Universal Pre-K at Woodhaven and Ravenswood Branches," *NY Daily News*, July 8.

"If the FCC allocates money to libraries on a per-square-footage basis, it will send much more money to space-abundant, uncrowded suburban libraries and less money to smaller, crowded urban libraries whose customers often have no other practical way to obtain access to the internet for seeking employment, education, or participation in society. Wi-Fi costs are not merely a function of the square footage of a room with wireless connectivity. Wi-Fi performance is a function of users."

MATTHEW POLAND, chief executive officer of Hartford (Conn.) Public Library, in a letter to Federal Communications Commission Chairman Tom Wheeler regarding using square footage of buildings to determine the amount of money a public library can receive through the E-Rate program, in "Urban Libraries Say They're Getting Shortchanged in a Battle for Wi-Fi Funding," *Washington Post*, July 3.

"It is not the goal of the library to make money. Nor is it the goal of the library to create levels of service so that those who can afford to indulge will receive more while those who can't, don't. Instead, libraries work to ensure their services reach as many facets of their community as possible. Libraries want

to offer what they can to those who have nothing and those who maybe have everything. The library is the center and the heart of community."

KELLY JENSEN, librarian/blogger at Stacked, on the problem with comparing libraries and companies with services like Netflix, in "Libraries Are Not a 'Netflix' for Books," *Book Riot*, July 15.

"Yet from community colleges to the Ivy League, a significant learning gap is widening. Librarians, trained in both digital and print research techniques, are in the best position to step into the breach."

ALISON J. HEAD, director of Project Information Literacy and research scientist at the University of Washington's Information School, and JOHN WIHBEY, managing editor of *JournalistsResource.org*, a project of the Kennedy School's Shorenstein Center at Harvard University, in "At Sea in a Deluge of Data," *Chronicle of Higher Education*, July 3.

"Librarians and publishers need to continue to work together in developing new models and adjusting them so that library dollars are used most effectively, the costs of scholarly publishing are covered, and quality scholarship is available to the people who want and need to read it. This is not an adversarial relationship."

CAROL MANDEL, dean of the Division of Libraries at New York University (including NYU Press), on the latest clash between libraries and publishers over hikes in digital pricing, in "Check It Out with Michael Kelley: The Rise in Digital Pricing," *Publishers Weekly*, July 4.

"I mean, if this Unlimited Kindle subscription cannot only lend us books but

"Librarians are the guardians of a certain kind of generous social vision."

RUTH OZEKI, author/filmmaker, on the danger library budget cuts pose to this social vision, in a video interview with the Campaign for America's Libraries, *AtYourLibrary.org*, July 8.

[also] provide safe places for our kids, educate us, help close the digital divide, provide specialized research assistance, help us in natural disasters, find us jobs, help the homeless population, and lend us free Kindles, then, well damn. I, for one, [would] welcome our Amazon overlords."

INGRID ABRAMS, children's librarian at Brooklyn (N.Y.) Public Library, responding to Tim Worstall's column in *Forbes* titled "Close the Libraries and Buy Everyone an Amazon Kindle Unlimited Subscription," in "Sure, Let's Close the Libraries and Just Get Everyone an Amazon Unlimited Kindle Subscription," *Magpie Librarian*, July 20.

"Though I had my bookstore proclivities (the bookstore chains in town stayed open later than nearly every other under-21 venue in town) and loyalties (Barnes & Noble: yes; the gaudy Borders that opened up across the street from B&N: no), the library offered a fantastical wealth of literary riches that meant no expired gift card or lack of allowance would force me to go bookless for even one day."

CLAIRE FALLON, books editor, on the impact that libraries had on developing her love of reading while growing up in South Bend, Indiana, even if she doesn't use the library today as much as she did before, in "How the Public Library Turned Me into a Reader," *Huffington Post*, July 22. ■

Just Curious

When a simple phrase is not as innocent as it seems

by Joseph Janes

The other day, I was writing yet another email and was rattling off a bunch of stuff, answering questions, asking a few, the way one does. As I wrapped up, I remembered there was something that had been in the back of my mind, so I tossed that in at the end, prefacing it with the innocuous “Y’know, I wondered about such-and-such ... nothing important, just curious.”

We’ve all done that a thousand times. On the surface, “just curious” is one of those phrases that doesn’t really mean anything and gets tossed in to signal that a question isn’t urgent or immediate or that it doesn’t connect to any larger matter. Which is fine on its face and is, in most cases, harmless.

Somewhat, though, I started to actually think about what it means and what it really says. (Columnists’ occupational hazard? Signal that it’s time to stop doing email? Likely both.) Peel away a layer or two, and this looks less innocent.

Why “just” curious? Why this dismissive portrayal of curiosity? Isn’t curiosity a good thing? Yes, I know I’m overanalyzing this. But follow me for a minute. This gets stuck into questions and inquiries

all the time; you’d hear it at a retail counter, in conversation or a meeting, or in a reference setting, and I think it bespeaks a more subtle phenomenon.

Way back in the Pleistocene epoch, when I was running the Internet Public Library, we were examining reference questions that had come in through the IPL’s intake

form. It asked for the question, of course, along with name and email address, and more substantive things like geographic location and what sources people had already tried.

This is standard

reference-interview practice, and since it was usually a one-shot opportunity to hear from the client, the form was pretty extensive.

After looking at a bunch of submissions, we noticed something: To try to scaffold these queries, to help people better understand their own information needs and us to better respond, we asked another question, on the person’s situation or reason for asking. Not in a challenging way, but to help so that we had some sense of how the response might be used. Some of these were blank, and others—many others—gave us versions of “just curious,” and many of those gave the impression that people were

sheepish or even embarrassed about being ... just curious. As though asking for their rationale made it sound as if the rationale wasn’t good enough or that we wouldn’t take them seriously.

Well. My first response was to rephrase the form text to say “It’s okay to be just curious!” which seemed to help. This episode has stayed with me, and upon reflection, it feels like for many, curiosity is an undervalued or even belittled commodity.

We are all about curiosity; we’re in the curiosity business. Much, if not all, of what we provide is meant to satisfy curiosity about matters small and large, and indeed itself is the result of the curiosity of authors and creators. Not to mention lots of us got into this field because we’re the curious type too. Guilty as charged.

So here’s my proposal: From here on, in any professional setting, when you hear “just curious,” respond thus: “Isn’t that great? Curiosity is a wonderful thing; let’s find that out together.” Or perhaps something less chirpy; reword as necessary.

Every quarter, I pounce on the first poor soul who says, “This is a stupid question, but ...” That barely gets out before I say, “The only stupid questions are the unasked ones.” (If only that were true ... but that’s another story.) ■

JOSEPH JANES is associate professor and chair of the MLIS program at the Information School of the University of Washington in Seattle.



We’re in the curiosity business. Much of what we provide is meant to satisfy curiosity about matters small and large. In fact, lots of us got into this field because we’re curious.

The Case for 3D Printing

A 3D printer can benefit the library as well as patrons

by Jason Griffey

When I talk to librarians about 3D printing, the most common question I hear—after the question about the legality of printing a gun—is “Why provide this service?”

Of the many answers, the most straightforward is, “We’ve always done this sort of thing.” The library is, at its core, an

engine for the democratization of knowledge and information.

Conceptually, the library is a collective resource for the individuals within a community. While we

are best known as information providers, that has never been all we are. A library was often the first place where someone could go to touch a computer. A library was one of the places where many Americans first saw the internet.

The familiar laser printer we now take for granted amazed us in the 1990s. A library was often the place to go to print résumés, because most job seekers did not have a printer at home or wanted a more professional look than a dot-matrix printer could produce. Going further back, a library was where someone would go to use a typewriter.

The point is that the library has a long history of providing technology for its patrons. While 3D printing is still a novelty, the basic technology

is affordable. The future of additive manufacturing will likely be stranger and more wonderful than I can imagine, but given the uses that people are finding for them already—in health care to print organs, in food prep to make unique foodstuffs, in art to make impossible objects—it’s fair to say that amazing things will come from this

technology.

What is possible with 3D printing? You can find hundreds of inspiring stories on the web, including some that are barely believable.

Here are just a few:

- 3D-printed tissues and structures have been implanted successfully into humans, and the potential for printing entire replacement organs is on the horizon.

- People are using 3D printers to provide custom, inexpensive, and comfortable prosthetic devices for amputees, including children, providing them with an improved quality of life.

- The same techniques used in fused deposition modeling printing are used to build experimental housing and could revolutionize low-cost dwellings, including replacement structures after a natural disaster.

While it’s a wonderful service to provide patrons, don’t forget that

librarians could benefit from it as well. Need a shelf bracket? Want to have a custom sign for your display shelf? How about a custom sign for every month? Need to repair a random broken plastic thing? Once you have the power to create, the benefit is that you can create almost anything you can think of.

Let your public services department or your circulation department have access to a 3D printer. See what they can dream up that would make their jobs easier. Then share their designs with other libraries. If librarians begin imagining things that improve their daily tasks, everyone can benefit. And 3D printers help enable that kind of thinking—the ability to see a thing in the world and want to make it better. That’s what I want to see libraries and librarians working toward.

The ultimate promise of this technology is the replicator from *Star Trek*, a machine capable of taking the raw building blocks of matter at the atomic level and recombining them into anything you can imagine.

That is obviously not happening soon; but this is how we can get there, by building the simple machines that will help illuminate the way. ■

JASON GRIFFEY is founder and principal consultant of Evenly Distributed, a technology consulting firm for libraries and education. This article is adapted from his *Library Technology Reports* (vol. 50, no. 5), “3-D Printers for Libraries.”



See what uses your public services or circulation department can dream up for a 3D printer that would make their lives easier.

High Tech, High Touch

The personal touch in a digital world

by Meredith Farkas

We know that many of our patrons never visit the library and are content to use our digital services. Many also don't ask librarians for help with their research or reading choices. We focus on creating a seamless user experience for our patrons, but a consequence is that the librarian frequently becomes less visible to our users.

Does this mean librarians aren't important to most users' library encounters? Of course not! We're the ones making those virtual visits seamless for them. That said, I think there is great value in this high-tech world in creating high-touch services that put a human face on the library and remind patrons of the value librarians bring.

When I was a distance learning librarian at a small private university, I put effort into making personal connections with online students. I built a web page with my picture and information to show there was a real person devoted to supporting patrons. I also proactively emailed students in certain key classes with research tips. Never in any other position did I make such strong connections with students I supported. Knowing that I was their librarian and was there to help made a big difference for these distance learners, who were isolated from the physical library, the university, and even their classmates.

These days, many academic libraries have a personal librarian

service where students—often in their first year of college—are matched with a specific librarian. In some cases, this librarian emails research tips and information about library resources and services, but in other cases, they are simply a friendly face from whom first-year students can seek help. I particularly like the personal librarian page at the University of Iowa (lib.uiowa.edu/mypersonallibrarian), which makes the library more approachable by including pictures and down-to-earth profiles of the librarians.

Sometimes the most important goal of instruction and outreach is getting students comfortable with the idea of using the library. Library anxiety is a very real thing, and putting an empathetic human face on the library can go a long way toward encouraging help-seeking and library use. The beautiful thing about most of these personal librarian services is that it costs very little to offer them, so even if only a few additional students seek help from a librarian, it's a worthwhile effort.

The personal librarian concept can be applied in all sorts of libraries. Public libraries have long offered readers' advisory services, and many librarians are book recommendation ninjas. These days, however, people are more likely to get their book recommendations from

sites like Amazon and Goodreads than from their local librarian.

Sometimes the most important goal is getting students comfortable with the idea of using the library.



In a world of faceless book recommendation algorithms, the Multnomah County (Oreg.) Library is humanizing read-

ers' advisory in a big way. Its new service, My Librarian (multcolib.org/my-librarian), allows patrons to select a specific librarian from whom to receive advice on what to read. The front page of the online service includes eye-catching pictures and profiles of each librarian, with links to book lists they recommend. Library cardholders can request a phone call, video or text chat, email exchange, or face-to-face meeting with the librarian of their choice.

The My Librarian service allows patrons to find a librarian whose reading tastes they share to act as their personal book recommendation guru. This program, funded by the Paul G. Allen Family Foundation, is designed not only to help patrons but also to remind them of how librarians can enrich their lives. In this era of high-tech solutions, it's good to remember that the high-touch ones are still of value and can be facilitated by technology. ■

MEREDITH FARKAS is a faculty librarian at Portland (Oreg.) State University and a lecturer at San José State University's School of Information. She blogs at *Information Wants to Be Free*. Email: librarysuccess@gmail.com.

Honoring Excellence & Leadership IN THE LIBRARY PROFESSION

2014 ALA AWARD WINNERS

Each year, the American Library Association (ALA) recognizes the achievements of more than 200 individuals and institutions with various awards. This selection represents only a portion of those honored in 2014 but who are notable for their contributions to the field of librarianship. New this year, the Lemony Snicket Prize for Noble Librarians Faced with

Adversity is an indication of the scope and influence of these awards. Chosen by juries consisting of colleagues and peers, this year's award winners are distinguished for their leadership and vision, as well as their continued investment in the profession through mentorship.

See more award winners at ala.org/awardsgrants.

Patricia Glass Schuman

HONORARY MEMBER

At the 2014 Midwinter Meeting, the ALA Council conferred Honorary Membership—the Association’s highest honor—on Patricia Glass Schuman. Because of her dedication to America’s right to know and to social justice, she repeatedly changed the culture of ALA, the perception the profession of librarianship has of itself, and its communication with the people of our nation. Schuman



helped develop the Social Responsibilities Round Table and its Task Force on Women (now the Feminist Task Force) in the early 1970s. In 1984, Schuman was the first woman elected ALA treasurer, and she instituted transparency, education, and policies that empowered members and helped ALA to gain a more solid financial framework. As president-elect (1990–1991), she helped establish the Library Champions fundraising program. As president (1991–1992), she launched ALA’s first nationwide media campaign, including media training for ALA and chapter leaders and a national radio rally. She is author of six books, has testified before the US Congress, and has been published nationally and internationally. Additionally, Schuman founded ALA’s “Library Advocacy NOW!” effort and cofounded Neal-Schuman Publishers in 1976, which ALA acquired in 2011.

Laurence Copel

LEMONY SNICKET
PRIZE FOR NOBLE
LIBRARIANS FACED
WITH ADVERSITY

annually recognizes a librarian who has faced adversity with integrity and dignity intact. The honoree receives a \$3,000 check, \$1,000 in travel expenses, a certificate, and an odd object from Daniel Handler’s private collection.
Donor: Daniel Handler (Lemony Snicket)



Laurence Copel, youth outreach librarian and founder of the Lower Ninth Ward Street Library in New Orleans, moved from New York in 2010, and saw a need to provide age-appropriate books to neighborhood youth. Known to local children as the “Book Lady,” she opened a library in her home through self-funding and small donations while living on \$350 a week. She also converted her bicycle into a mobile book carrier, allowing her to reach children and families that could not travel to her home. In her efforts to serve young readers, she has had to overcome much adversity, including a burglary, significant weather damage to her home (that destroyed many of the books she planned to give to children), limited financial resources, and no assistance from local politicians. Despite these challenges, Copel has provided more than 7,000 books to children in need. She has demonstrated remarkable dedication and perseverance to the cause of youth literacy and, in the process, ingenuity and spunk.

Robert L. Maxwell

ABC-CLIO AWARD FOR
BEST BOOK IN LIBRARY
LITERATURE

award of \$2,500 recognizes those who improve management principles and practice and understanding and application of new techniques, or further the education of librarians or other information specialists.

Donor: ABC-CLIO



Maxwell’s Handbook for RDA: Resource Description and Access provides an in-depth guide to, and analysis of, the use of Resource Description and Access (RDA), the newly developed and adopted international cataloging rules. The book takes a uniquely thorough, exhaustive approach not only as a manual but as a detailed explanatory guide, and captures the nature of the philosophical shift behind RDA as a forward-looking vehicle reflecting a new age of cataloging. The book has been described as a “landmark work,” particularly considering the shifting and challenging nature of the development of RDA. Senior librarian/special collections and ancient languages cataloger in the Harold B. Lee Library at Brigham Young University, Maxwell has also taught cataloging at the University of Arizona School of Information Resources and Library Science. Additionally, he has chaired the Bibliographic Standards Committee of the Rare Books and Manuscripts Section of ACRL.

Kansas City (Mo.) Public Library

ALA EXCELLENCE IN LIBRARY PROGRAMMING AWARD of \$5,000 recognizes a library that demonstrates excellence in library programming

by creating a cultural/thematic program type or program series that engages the community in planning, sponsorship, and/or active participation, addresses an identified community need, and has a measurable impact.

Donor: ALA Cultural Communities Fund



Accepted by Henry Fortunato, director, public affairs.

The “Greetings from Kansas City” program and exhibitions featured historic postcards from the library’s Missouri Valley Special Collections, as well as local historical programs, to connect the citizens of Kansas City to its past. The postcards, which date from 1900 to 1950, were organized into three categories: business and industry; history and heritage; and entertainment, arts, and culture. The exhibition ran for five months at the central library, providing exposure to the library collection and increasing attendance from the previous year by 14%. Exhibits at four branch locations featured postcards from the respective neighborhoods and highlighted the cultural diversity of Kansas City. Building on the central library’s program, the branch programs reflected the city’s eclectic neighborhoods.

Queens (N.Y.) Library

ALA/INFORMATION TODAY, INC. LIBRARY OF THE FUTURE

AWARD of \$1,500 is given to an individual library, library consortium, group of librarians, or support organization

for innovative planning for, applications of, or development of patron training programs about information technology in a library setting.

Donor: IIDA and Information Today, Inc.



Accepted by Nick Buron, vice president, public library services.

In 2013, Google donated 5,000 tablets to help seven libraries rebuild after the devastation caused by Hurricane Sandy. As a result, Queens Library started the “Enriching the Lives of a Challenged Community by Lending Tablets” project. Serving an economically disadvantaged community, the challenge for Queens Library was that a tablet with full functionality would require Wi-Fi—a service that was scarce and not always affordable. The tablets also had the potential to create a maintenance burden on library staffers already challenged by operating out of small, interim spaces. Staff members created a customized tablet interface that would be useful with or without Wi-Fi, make the tablets accessible for beginners, and provide library-curated content on topics of interest to the community.

Beth M. Paskoff

BETA PHI MU AWARD of \$1,000 is for distinguished service to education for librarianship.

Donor: Beta Phi Mu International Library Science Honorary Society



Paskoff has maintained a service agenda connected to library education, recruitment for the profession, and professional associations throughout her career. Currently director of the Louisiana State University (LSU) School of Library and Information Science in Baton

Rouge, Paskoff has taught more than nine different courses at the graduate level, developing six of them; served on and chaired more than 100 graduate committees; and published numerous book chapters and refereed articles and reports. Her biggest challenge at LSU was the proposed closure of the LSU School of Information and Library Science in 2009. Adroitly navigating the politics of the university, she negotiated firmly, insisting that the school not be disbanded. With her calm leadership and the assistance of alumni, students, and the Louisiana library community, the school was saved and is now a part of the College of Human Sciences and Education. She is a past president of the Louisiana Library Association, was named a Distinguished Member of the Academy of Health Professionals by the Medical Library Association, and received the Dorothy B. Skau Award for Excellence.

Karen G. Schneider

ELIZABETH FUTAS CATALYST FOR CHANGE AWARD of \$1,000 and a 24-karat gold-framed citation is given biennially to a librarian who invests time and talent to make positive changes in the profession of librarianship by: taking risks to further the cause; helping new librarians grow and achieve; working for change within ALA or other library organizations; inspiring colleagues to excel.

Sponsor: Elizabeth Futas Memorial Fund



Throughout her career, Schneider, university librarian at Holy Names University in Oakland, California, has served as a leader and innovator. She founded both the Resource Sharing Committee of the Statewide California Electronic Library Consortium and the first rapid delivery network for California's private academic libraries. As a member of ALA Council, she has provided insightful and constructive discussion to issues facing the organization. She has been an outspoken and articulate proponent of accountability, change, and action. Her blog, *Free Range Librarian*, one of the earliest in the profession, and her book, *A Practical Guide to Internet Filters*, resulted in her selection as an expert witness in the Mainstream Loudoun First Amendment case. Both are examples of her groundbreaking and lifelong commitment within the library community.

Ann K. Symons

EQUALITY AWARD of \$1,000 honors an outstanding contribution that promotes equality in the library profession.

Donor: Scarecrow Press, Inc., a member of the Rowman & Littlefield Publishing Group



Symons, school librarian and international library consultant, has been an active and effective supporter of intellectual freedom for much of her career, focusing extensively on school libraries and GLBT issues. Whether as a school librarian in Alaska, the president of ALA, the librarian of the Anglo-American School in Moscow, Russia, or as a consultant for library organizations, she has been a longtime and consistent champion of intellectual freedom and the right to read. Most recently, she was a consultant to the American School of Lima, Peru, which faced a parent challenge to eight GLBT picture books with same-sex parents. Her conference program, "Serving GLBT Families: Where Access, Equality, and Intellectual Freedom Collide," has been presented at the joint Washington/Oregon Library Association Conference and the Alaska Library Association Conference. It was on the program at the 2014 Texas Library Association Conference in April. She is currently chair-elect of ALA's Gay, Lesbian, Bisexual, and Transgender Round Table.

Herbert Krug

THE FREEDOM TO READ FOUNDATION ROLL OF HONOR AWARD recognizes individuals who have contributed substantially

to the foundation through adherence to its principles and/or substantial monetary support.

Sponsor: Freedom to Read Foundation



Krug, a founding member of the Freedom to Read Foundation (FTRF), has served as trustee for three years, including two terms as treasurer. Prior to that, he volunteered service to FTRF since its inception in 1969, using expertise developed over a long career in direct marketing to contribute immeasurably to successful fundraising and membership development efforts. He is personally among the most generous donors in FTRF's history. In 2009, Krug was a key member of FTRF's 40th Anniversary Gala committee, which raised tens of thousands of dollars for the foundation; he currently is helping to coordinate FTRF's 45th anniversary celebrations this year. Krug also spearheaded the creation of FTRF's Judith F. Krug Memorial Fund, created in honor of his late wife, FTRF's founding executive director, after her 2009 death. Among his efforts for the Krug Fund has been coordinating the annual selection of grants for Banned Books Week Read-Outs, continuing his wife's substantial legacy in honor of the freedom to read.

Cedar Park (Tex.) Public Library Foundation

GALE CENGAGE LEARNING FINANCIAL DEVELOPMENT AWARD of \$2,500 is presented

to a library organization that exhibits meritorious achievement in creating new means of funding for a public or academic library.

Donor: Gale Cengage, Inc.

When the Cedar Park (Tex.) Public Library (CPPL) lost some of its funding in 2012, the Cedar Park Public Library Foundation had to develop other opportunities to support the library's enrichment program and technology needs. The foundation further developed Fable Fest, an annual fundraising festival it organizes that includes arts and crafts, costume characters, demonstrations, performances, and activities. The 2009 Fable Fest event raised \$2,428, and in each subsequent year the foundation sought to increase the sponsorship and attendance. For the 2013 Fable Fest, the CPPL and the Cedar Park Public Library Foundation raised \$21,037, a 20% increase over the previous year. The event attracted more than 7,500 attendees and was cosponsored by the Cedar Park Chamber of Commerce and the Cedar Park Public Library Foundation, and local businesses and organizations were invited to attend.



Accepted by Julia Mitschke, operations manager.

Martin County (Fla.) Library System

H. W. WILSON LIBRARY STAFF DEVELOPMENT

GRANT awards \$3,500

to a library that demonstrates merit in a staff development program that furthers the goals and objectives of the library organization.

Donor: H. W. Wilson Company



Accepted by Kaleigh Trendell, staff development specialist.

The "Connect: Customer Service Excellence at Martin County (Fla.) Library System" program focuses on developing and training staff members to be knowledgeable in every area of library operations. After completion, staffers will be capable and confident in answering complex questions and handling difficult situations. With this grant, the Martin County Library System plans to develop the final team-building module of the program, develop and implement program evaluation tools, and fund a speaker for its annual staff training day. Six other modules have already been developed and launched, focusing on communication, technology, event planning, collection development, budget basics, and people in charge. Kaleigh Trendell, the system's staff development specialist, is responsible for implementing the Connect training program and measuring its impact.

Maurice J. Freedman

JOSEPH W. LIPPINCOTT

AWARD of \$1,000 is presented annually to a librarian for distinguished service to the profession of librarianship, such service to include outstanding participation

in the activities of the professional library association, notable published professional writing, or other significant activity on behalf of the profession and its aims.

Donor: Joseph W. Lippincott III



Freedman's tireless advocacy for socially responsible cataloging and library technologies and processes has had a profound impact on the profession, nationally and internationally. He has been a consultant and speaker for the US State Department, the US Information Service, and other organizations in close to 30 countries on five continents. For example, he led a team to design a resource-sharing and online information network for the eight largest research libraries in Latvia. His intense concentration on salary issues resulted in tools, training, and advocacy programs that have helped to make the conversation about fair pay and improved status for library workers acceptable—and welcome. In fact, the establishment of the APA (Allied Professional Association) followed his ALA presidency (1991–1992). He is currently director of the New City (N.Y.) Library.

Robert Wolven

MELVIL DEWEY MEDAL and \$2,000 are awarded for creative professional achievement in library management, training, cataloging and classification, and the tools and techniques of librarianship.

Donor: OCLC



Wolven, associate university librarian for bibliographic services and collection development at Columbia University Libraries, is cochair of the ALA Digital Con-

tent and Libraries Working Group, which seeks to make ebooks more accessible to public library users. He also leads in advancing technical services as chair of ALCTS's Head of Technical Services in Large Research Libraries Discussion Group, as a member of the Library of Congress's Working Group on the Future of Bibliographic Control, and of the OCLC Record Use Policy Council. As a program steering committee chair of HathiTrust, his role involves developing the programs and policies that will enable HathiTrust to achieve its goal of making millions of digitized books freely accessible. His innovative approaches to the collection and archiving of web resources and to deep collaboration are exemplified in Columbia and Cornell University's 2CUL partnership, which allows the institutions to pool resources to provide content, expertise, and services.

SCHNEIDER FAMILY BOOK AWARDS of \$5,000 honor authors or illustrators for a book that embodies an artistic expression of the disability experience for children and adolescent audiences. Recipients are selected in three categories: young readers (ages 0–8), middle readers (ages 9–13), and teen readers (ages 14–18).

Donor: Katherine Schneider

Jen Bryant and Melissa Sweet



A Splash of Red: The Life and Art of Horace Pippin, the picturebook

biography of the self-taught African-American folk artist, written by Jen Bryant (right) and illustrated by Melissa Sweet (left) won the award for young children. The book's inspiring story demonstrates the dogged determination of a wounded soldier to paint again. After a World War I injury threatened to end his potential artistic career, he trained himself to paint by supporting his injured arm with the other hand. His paintings were eventually displayed in galleries and museums around the country. Bryant and Sweet's stunning picture biography effectively depicts that perseverance and courage are essential ingredients of living with a disability and realizing your dreams.

Merrie Haskell

Handbook for Dragon Slay-ers, written by Merrie Haskell, won the award for best middle school title. In this high-spirited fantasy, Princess Tilda—sheltered due to her deformed foot—longs to escape her destiny. A thwarted kidnapping sends Tilda, Lord Parzifal, and her handmaiden Judith on a dragon-hunting quest. Supported by friends and dragons, Tilda realizes her physical limitations do not define her, and the endearing heroine's perception of what her life can be is altered by her adventure.



Elizabeth Wein

The teen award winner is *Rose Under Fire*, written by Elizabeth Wein. After a daring flight maneuver, young pilot Rose Justice is captured by Nazis and sent to Ravensbrück, the notorious women's concentration camp. Assigned to a high-security unit, Rose survives under the wing of the "Rabbits," Polish political prisoners subjected to medical experimentation by Nazi doctors. Wein's searing portrayal helps allow readers to imagine the physical and emotional consequences of Nazi torture.



Sylvia Vardell



SCHOLASTIC LIBRARY PUBLISHING AWARD of \$1,000 honors a librarian whose extraordinary contributions to promoting access to books and encouraging a love of reading for lifelong learning exemplify outstanding achievement in the profession.

Donor: Scholastic Library Publishing

Professor at the School of Library and Information Studies at Texas Woman's University, Vardell has served at various universities in Texas and Nevada, and in Zimbabwe as a Fulbright Scholar. She has taught courses about children's and young adult literature at both the master's and doctoral levels, has authored or coauthored more than 80 published articles, has contributed chapters to, or authored, more than 25 books, and has given in excess of 100 presentations at the regional and national levels. Among her other professional activities, she is a prolific author, especially in the area of children's poetry. She is a regular poetry columnist for ALA's *Book Links* magazine, a communicator of poetry for young people through her blog Poetry for Children, an editor of digital poetry anthologies, and a very successful grant recipient. She has served as a member of many ALA committees, as president of the United States Board on Books for Young People, and as chair of the Orbis Pictus Award for Outstanding Nonfiction for Children.

Ralph Peters



W. Y. BOYD LITERARY AWARD FOR EXCELLENCE IN MILITARY FICTION of \$5,000 is given to the author of a military novel set in a time

when the US was at war and that honors the service of American veterans.

Donor: W. Y. Boyd II

Ralph Peters's novel *Hell or Richmond* is a stunning recreation of the hell of war during the fighting in Virginia from May to June 1864. This catastrophic month of brutal combat resulted in 88,000 casualties as Grant pushed the Union Army south, stopping at nothing to defeat Lee and his army of Confederates. A former military officer himself, Peters brings to his writing a deep grasp of the military culture of the period; a detailed knowledge of the Union and Confederate chains of command; and a vital understanding of the climate and terrain of the fields of combat. Peters's writing further gives voice to the common men who composed the warring armies. *Hell or Richmond* portrays the human side of war, along with the horrific carnage and the influence of politics, inspiring courage, glory, and defeat. Drawn from countless sources and brilliantly written, this well-crafted book is a must-read for those who long to understand the blood, toil, and torment faced by both armies as our Civil War neared its end.

Luis Herrera



SULLIVAN AWARD FOR PUBLIC LIBRARY ADMINISTRATORS SUPPORTING SERVICES TO CHILDREN is given to an individual who

has shown exceptional understanding and support of public library service to children while having general management, supervisory, or administrative responsibility that has included public service for children in its scope.

Donor: Peggy Sullivan

As city librarian at San Francisco Public Library (SFPL), Herrera demonstrates passion and exceptional support for public library services to children. As a member of the PLA board, he supported the launch of a partnership with the National Institute of Child Health and Human Development, which led to the PLA/ALSC Every Child Ready to Read @ your library (ECRR) initiative. He was instrumental in negotiating the Memorandum of Agreement between PLA and ALSC that institutionalized and provided funding for ECRR @ your library, which has been implemented nationally. At SFPL, he has overseen the development and deployment of many programs, including the first multiyear partnership with the San Francisco Unified School District, and procured an IMLS grant for a Teen Digital Media Center. Herrera has also been a longtime and active member of Reforma. ■



Madison Central Library

MSR

Architecture
Interiors and
Urban Design

msrdesign.com

"Welcome to a new library. Not just a downtown institution that's been renovated, renewed, and expanded . . . But a whole new concept in libraries. . . . Gone is the cramped and dismal interior of the library's predecessor, replaced with a sense of spaciousness and natural light."

—*Wisconsin State Journal*

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2014
LIBRARY
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american
libraries



A

DESIGNS THAT LAST

By Phil Morehart

Welcome to the 2014 Library Design Showcase, our annual celebration of new and newly renovated libraries. These libraries are shining examples of innovative architecture that address user needs in unique, interesting, and effective ways.

OPEN SPACES

A FREDERICK E. BERRY LIBRARY AND LEARNING COMMONS, SALEM (MASS.) STATE UNIVERSITY

The new learning commons at Salem State is a model of space and openness. The floating form of its central staircase reinforces this notion, and pleated glass walls that face the new quad reach out into the green space, drawing patrons to seats that line the wall.

New construction

Shepley Bulfinch

Size: 128,000 square feet

Cost: \$50.4 million

Photo: Chuck Choi

B NEW YORK PUBLIC LIBRARY, MARINERS HARBOR BRANCH

Mariners Harbor's single-story plan minimizes the library's small size by emphasizing space. Expansive open rooms with large windows feature comfortable, relaxed reading and tech spaces among low stacks.

New construction

A*PT Architecture

Size: 10,000 square feet

Cost: \$7.5 million

Photo: Naho Kubota

C QUEENS (N.Y.) PUBLIC LIBRARY, GLEN OAKS BRANCH

The new Glen Oaks branch is twice the size of the previous building and provides reading rooms on three floors, community rooms, and computers throughout. The use of space continues outside with a landscaped plaza and exterior reading garden open to the public.

New construction

Marble Fairbanks

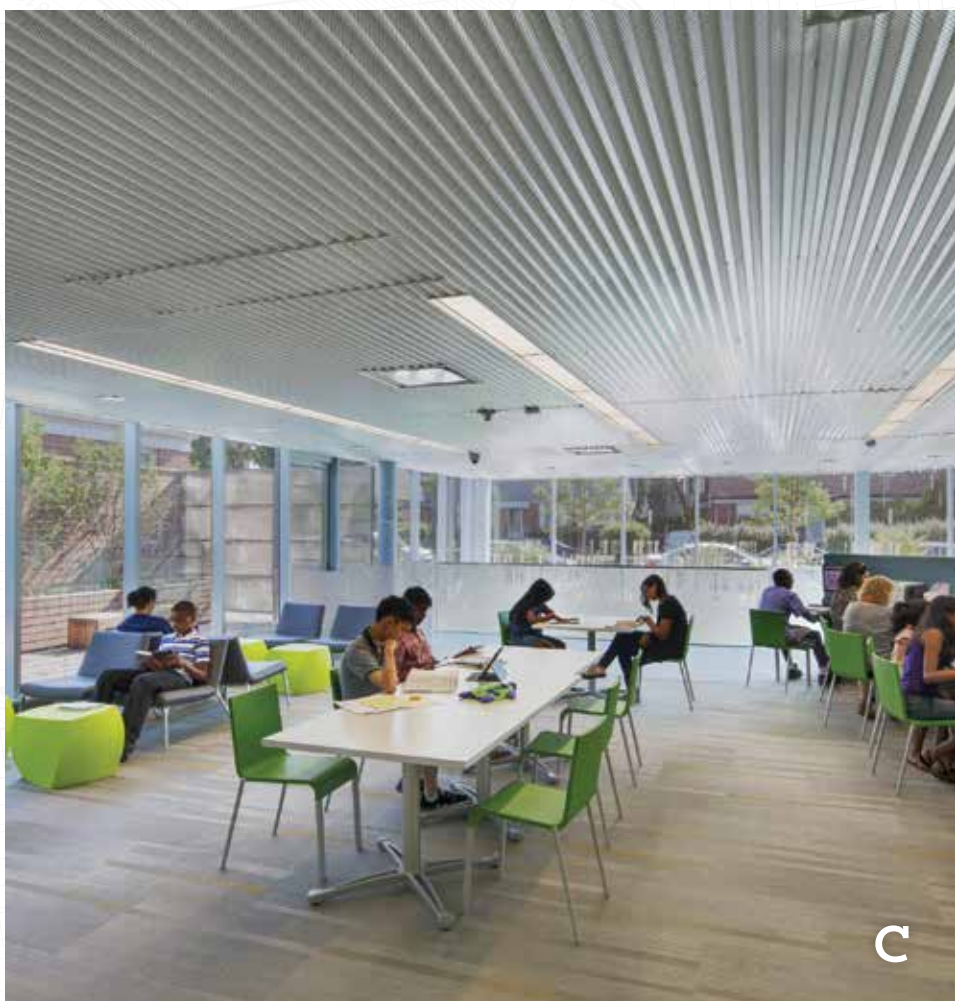
Size: 18,000 square feet

Cost: \$11.75 million

Photo: Eduard Huber; Arch Photos, Inc.; Marble Fairbanks



B



C

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D



E



F

REUSE AND RESTORATION

D NEW YORK PUBLIC LIBRARY, STAPLETON BRANCH

NYPL renovated the existing 1907 Carnegie Library in Stapleton, Staten Island, blending old and new by adding a new 7,000-square-foot modern addition alongside the older building. The addition is constructed of glue-laminated Douglas fir posts, beams, joists, and roof. The older adjacent building was transformed into a children's reading room.

Renovation and Expansion

Andrew Berman Architects

Size: 12,700 square feet

Cost: \$15 million

Photo: Naho Kubota

E BALTIMORE CITY PUBLIC SCHOOLS, SAMUEL COLERIDGE-TAYLOR ELEMENTARY LIBRARY

Samuel Coleridge-Taylor Elementary embraces its past with this renovation. Old elements were discarded to reveal existing historic architectural structures. Brick archways hidden behind walls now make up the entryway, and an original hardwood floor more than 100 years old now shines after being freed from a laminate cover.

Renovation

JRS Architects

Size: 2,400 square feet

Cost: \$480,000

Photo: JSR Architects/Alain Jaramillo

F CORVALLIS-BENTON COUNTY (OREG.) PUBLIC LIBRARY, MONROE COMMUNITY LIBRARY

This new library is a part of the last remaining freight depot in Benton County, Oregon. The library was constructed as an addition to the depot itself, which was restored and housed meeting facilities. The building is a perfect match of old and new: Original historical features, including graffiti, were preserved, while solar and geothermal energy sources were added.

Adaptive Reuse

Broadleaf Architecture

Size: 7,550 square feet

Cost: \$2 million

Photo: Corvallis-Benton County Public Library Staff

FOR THE KIDS

G NEW YORK PUBLIC LIBRARY, WASHINGTON HEIGHTS BRANCH

The Washington Heights children's reading room encompasses the entirety of the branch's second floor. The open space features a loop of shelving and casework that encircles the reading areas, provides seating at each window, and features self-checkout stations. Couches are paired with window seats to create intimate spaces within the room.

Renovation

Andrew Berman Architect

Size: 3,300 square feet

Cost: \$2.1 million

Photo: Naho Kubota

H CENTENNIAL LIBRARY, MIDLAND, TEXAS

Midland County transformed a former retail store into a modern, kid-friendly public library. Four steel trees were constructed inside the building that project nature videos and sounds onto a painted pathway. Additional video projections enliven the children's area, as does the section's centerpiece: a real hot air balloon donated by a Pennsylvania woman. After making its flight to Texas, the balloon was resized to fit in the library with its bottom basket becoming a reading area for kids and their parents.

Adaptive Reuse

Dewberry

Size: 33,000 square feet

Cost: \$3.48 million

Photo: Timothy Hursley



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I

DISASTER RECOVERY

I BIRMINGHAM (ALA.) PUBLIC LIBRARY, PRATT CITY BRANCH

Reconstructed after being damaged by tornadoes in 2011, Pratt City Library was reborn as a lantern of inspiration and learning for the community. The lantern design motif also recalls the area's coal mining history, and local museum artifacts were incorporated throughout the new reading room and stacks.

Renovation

Herrington Architects, P.C.

Size: 8,392 square feet

Cost: \$1.5 million

Photo: Sherwood Cox Photography

J BROOKLYN PUBLIC LIBRARY, CONEY ISLAND BRANCH

After being severely damaged by Superstorm Sandy in 2012 and flooded with five feet of water, the Coney Island branch was rebuilt to reflect the history of the area. The walls are filled with murals of archival images, and salvaged planks from the boardwalk are integrated into the new ceiling.

Renovation

BHC Architects

Size: 6,000 square feet

Cost: \$2.7 million

Photo: Emily Andrews



J



CULINARY LEARNING

K FREE LIBRARY OF PHILADELPHIA, PARKWAY CENTRAL BRANCH

The renovations of the Parkway Central branch included the construction of a demonstration kitchen to provide culinary literacy classes to children, teens, families, and adults. The facility includes three ovens, a grill top, 16 burners (four of which are on the demo island), a walk-in fridge, seating for 36 at nine tables, three cameras that provide views of the prep space and the burners with feeds to a big flatscreen TV, and an outdoor patio with an new herb garden for class use.

Renovation

Safdie Architects

Size: 324,000 square feet

Cost: \$1.08 million

Photo: Eileen Owens



GOING GREEN

L ARMSTRONG ATLANTIC STATE UNIVERSITY, LANE LIBRARY, SAVANNAH, GEORGIA

The new learning commons extension at the Lane Library repurposed an existing space into a LEED Gold-certified facility that includes a green roof, energy-efficient mechanical systems and lighting fixtures, and solar panels to produce renewable energy.

Renovation

Cogdell and Mendrala Architects

Size: 66,022 square feet

Cost: \$3.89 million

Photo: Richard Leo Johnson



M HILLSBORO (OREG.) PUBLIC LIBRARY, SHUTE PARK BRANCH

As a showcase project in the Better Buildings Challenge by the US Department of Energy, Shute Park underwent extensive renovations to increase energy efficiency. An efficient HVAC system was installed, exterior lighting was replaced with LED, motion sensors were installed, the window system was replaced with insulated glass, and exterior wall insulation and a more effective and efficient roof were added. Based on an energy usage assessment, the estimated energy and cost savings are expected to improve by 20%.

Renovation

Hennebery Eddy Architects

Size: 15,000 square feet

Cost: \$3.76 million

Photo: City of Hillsboro

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SERVICE FLEXIBILITY

N CUYAHOGA COUNTY (OHIO) PUBLIC LIBRARY, PARMA-SNOW BRANCH

The Parma-Snow renovation was undertaken with the community's needs in mind. The building was expanded from 12,000 to 41,000 square feet and now features AV-equipped meeting rooms, more than 40 computer stations, an outdoor reading garden, a café, and an impressive black box public auditorium.

Renovation and Expansion

Holzheimer Bolek + Meehan Architects

Size: 41,000 square feet

Cost: \$15.2 million

Photo: Cuyahoga County (Ohio) Public Library

O MADISON (WIS.) PUBLIC LIBRARY, CENTRAL LIBRARY

In addition to a three-story atrium that increases natural light and new daylit reading rooms, the Madison Central Library renovation added a new third floor for community use, featuring an art gallery, meeting rooms, and an outdoor terrace that overlooks a green roof. The floor can be rented for private events as well.

Renovation and Expansion

MSR

Size: 120,000 square feet

Cost: \$29.7 million

Photo: Lara Swimmer





P

COLLABORATIVE SPACES

R TIDEWATER COMMUNITY COLLEGE JOINT-USE LIBRARY, VIRGINIA BEACH, VIRGINIA

When Tidewater Community College and the City of Virginia Beach discovered that they were about to build libraries across the street from each other, they combined forces to build a joint academic and public library. In addition to housing academic and popular materials, the new building includes 200 public computers, more than 30 collaborative work spaces, public meeting rooms, and a café.

New construction

Carrier Johnson + Culture

Size: 125,000 square feet

Cost: \$43 million

Photo: Courtesy of the City of Virginia Beach



R

HIGHER ED HUBS

P NORTHEASTERN UNIVERSITY LIBRARIES, SNELL LIBRARY, BOSTON

Northeastern's Snell Library was transformed from a traditional stack space to a state-of-the-art media facility that supports digital creation, design, and analysis, complete with 3D printing labs, an innovation center, and audio/video/post-production studios.

Renovation

Wilson Architects

Size: 100,000 square feet

Cost: \$18.5 million

Photo: Anton Grassi/Esto

Q UNIVERSITY OF IOWA LIBRARIES, MAIN LIBRARY, IOWA CITY

"Study villages" made up of 16 small study rooms grouped along a main path are a highlight of the Main Library commons renovation. A café, larger group study rooms, open collaborative spaces, and additional quiet areas complement the design.

Renovation

Architects Smith Metzger

Size: 427,000 square feet

Cost: \$8 million

Photo: Main Street Studio, Iowa City



Q

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C

ALA/IIDA LIBRARY INTERIOR DESIGN AWARDS

By Phil Morehart

The following libraries are winners of the 2014 Library Interior Design Awards, sponsored by ALA and the International Interior Design Association (IIDA). The biennial competition honors international library interior design. Winners demonstrate excellence in aesthetics, design, creativity, function, and satisfaction of the client's objectives. The competition is managed by the Library Leadership and Management Association (LLAMA) Buildings and Equipment Section's Interior Design Awards Committee. Winners and their clients were honored at the 2014 ALA Annual Conference and Exhibition in Las Vegas.



B



A

PUBLIC LIBRARIES MORE THAN 30,000 SQUARE FEET

A MIDLAND (TEX.) CENTENNIAL LIBRARY

Firm: Dewberry, Dallas
Photo: Maxwell Filmworks

30,000 SQUARE FEET AND SMALLER

B QUEENS LIBRARY, JAMAICA, NEW YORK

Firm: Lee H. Skolnick Architecture +
Design Partnership, New York City
Photo: Michael Moran

SPECIAL LIBRARIES

MORE THAN 30,000 SQUARE FEET

C KISLAK CENTER FOR SPECIAL COLLECTIONS, RARE BOOKS, AND MANUSCRIPTS, UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA

Firm: Gensler, Dallas

Photo: Garrett Rowland

30,000 SQUARE FEET AND SMALLER

D GENSLER LOS ANGELES RESOURCE LIBRARY

Firm: Gensler, Los Angeles

Photo: Gensler/Spenser Harrison



D



F



E

ACADEMIC LIBRARIES

MORE THAN 30,000 SQUARE FEET

E JAMES B. HUNT JR. LIBRARY, NORTH CAROLINA STATE UNIVERSITY, RALEIGH

Firm: Snohetta/Clark Nexsen/Another Inside Job, New York City

Photo: Jeff Goldberg

30,000 SQUARE FEET AND SMALLER

F GLENMORE CHRISTIAN ACADEMY ELEMENTARY LIBRARY, CALGARY, ALBERTA, CANADA

Firm: Loop Interior Design Inc., Calgary, Alberta, Canada

Photo: On a Wire Photography and Design



G



H



I

OUTSTANDING HISTORIC RENOVATION PROJECT

G ST. LOUIS (MO.) PUBLIC LIBRARY, CENTRAL LIBRARY

Firm: CannonDesign, St. Louis

Photo: Timothy Hursley

SINGLE SPACE DESIGN

H NEW YORK PUBLIC LIBRARY HAMILTON GRANGE TEEN CENTER, NEW YORK CITY

Firm: Rice+Lipka Architects, New York City

Photo: Rice+Lipka Architects

ON THE BOARDS

I NEW LAW LIBRARY OF HARLEM, NEW YORK CITY

Firm: *MULTIPLICITIES, New York City

Photo: *MULTIPLICITIES



A dozen things no one tells you about library building projects

BY TIM SCHLAK

In August 2013, Northwestern College in Orange City, Iowa, completed a large building project: a \$14 million, 58,000-square-foot learning commons. I was library director at the time and learned a number of unanticipated lessons during all phases of the project. Any library looking to embark on a brave new building or renovation project will hopefully learn from these experiences.



Libraries accumulate more piles of things and collections than you can imagine. Pare these down to manageable portions prior to the move. Perhaps it's the physical space that separates the items to be transported that allows them to

seem small. Be aware that, when combined, these piles and collections will grow exponentially when you actually start the shift. Forgotten or neglected collections and small things you plan to move will join forces and attempt to overwhelm your best-planned efforts. It's going to feel much more overwhelming no matter how many hands are helping. At this point you will be glad that you quit accepting donations years ago.



Building projects often run behind schedule. You will likely be given move-in and opening dates for your new facility, but you should anticipate that the time frame will change based on factors beyond your control. Try to negotiate with

the powers that be if the dates get shifted. Can you move some items into the new building's storage area prior to the official move-in date, which may turn out to be a "moving target"?

Much of the move-in complexity is political: Who accepts responsibility for any damage done to the building when different groups are going through the building working on different tasks? While the general contractor is still onsite, he or she should accept that responsibility. The move-in date is often when the institution accepts responsibility for the entire facility, warranties and guarantees notwithstanding. Should your team cause damage to the building while the contractor is still onsite and in control, a sticky question arises as to who pays for repairs. Do yourself a favor and extract yourself from this situation from the beginning by being clear on when and how you can move in.



Line up ample help not just at the beginning of the move but also the middle and end. Hired help has less incentive to complete the move than you do, and they may decide they have other priorities as the days or weeks wear on. Once the

labor runs out, it is up to you and your staff to complete the move. What could have taken a day with a team of eager helpers can take you and a few staffers a full week. Having labor in reserve for the latter part of the project is a smart strategy that can pay big dividends when the inevitable happens.



Keep your work teams only as large as they need to be. There's nothing quite as wasteful as eager movers who are rendered idle by bottlenecks and other distractions affecting the moving line—all while the clock is ticking. Two or more

smaller teams can accomplish far more than one large team. Efficiency is better than rushing to complete a job. Anticipate where bottlenecks can occur (in elevators, stairs, corridors) and plan around them when possible. There is a very good chance that you will not have the building, its loading dock, and elevators all to yourselves. You will be sharing the new space with electricians; heating, ventilation, and air conditioning (HVAC) teams;

From copiers to water fountains, there are few things that will work as they should on day one.

furniture installers; painters; and various construction-related technicians. Just like you, they have a job to do and need equal access to the same spaces you do. Check with them daily as to what their access needs are.



Moving firms that specialize in libraries can achieve an efficiency on the first day of their move that you will only hit on your last day, if you are fortunate. This can mean that their costs to complete a move are lower than your

own, and they're faster. The closer you work and communicate with them, the smoother things will go. A piece of advice: Elevators apparently have great respect for Murphy's Law. If an elevator can break, it will and at the most inopportune time. Remember that the elevators in the old facility are as important as the elevators in the new building and can also be a source of lost time. As moves are often compressed into an abbreviated amount of time, you cannot afford the time lost. Have a contingency plan handy.



Movers have years of insight into the problems you will be facing as you move alongside them, should you choose to. Don't be afraid to ask their opinions on how they would accomplish tasks you are facing. Their ideas are likely better

and safer than your own. They may also have specialized equipment that they would be willing to let you use. Short steel ramps that latch onto the back of a box truck and that accommodate different dock heights are not the type of thing most institutions keep on hand, but movers have them in spades. Remember that the movers are on your team.



Dollies and ramps are your friends. Pallets and lift gates may be over-rated or overkill for your move. The time it takes to load and transport pallets, raise them with a lift gate, position them in the truck, repeat the process in reverse at your destination,

only to have to maneuver an awkward pallet through a new building (watch the new drywall corners!), can eliminate the efficiencies the pallets represent when compared with five people with dollies. Be flexible, and if you can line up both dollies and pallets, then consider doing so to ensure you have the best of both worlds.

The closer you work and communicate with your movers, the smoother things will go.



The move and transition are not over once you have moved in. In fact, the fun is just beginning. Keep your calendar free for a good month or two after the move to ensure you have time to work through and communicate any problems to the appropriate parties. Keep track of all problems that arise,

big and small, know who is being paid to resolve them, and let them handle the work they are being paid to do. Typically, you contact your architect, who in turn contacts the builder or adds your items to a punch list that the builder uses to sign off on the project. Keep the lines of communication flowing so that those who are getting paid to fix problems actually address them.



The bigger the building, the more problems that will arise. From copiers to water fountains, only a few things will work as they should on day one. When the move starts, the plans are still only on paper. Some rooms may be slightly bigger

than intended and some smaller, furniture may be or appear bigger than planned in a given space, and foolproof systems suddenly require an expert to fix. These can and will cause problems for your plans. Remain flexible and seek out the expertise of those connected with the project.



Doors will be the last thing to work as they should. Given how critical doors are to security and the HVAC systems, you would think they should work on the first day. Contractors and carpenters, however, will tell you that doors give them more difficulties than anything else. If you have ever hung a door,

then you have a good idea of the kind of headache that 100-plus doors in a new facility with a brand-new HVAC system can cause. As doors become more and more integrated with IT systems and as the seasons change, the problems compound, whether they come from an ADA

access door not communicating with the server, wiring being pinched by casing and framing installers, weather and HVAC imbalances causing unintended pressure that makes metal and wood swell, or simply improperly installed doors. Keep the windows open on your door problems and give them the time and attention they need.



Get to know the furniture installers when they are onsite and remember which company delivered what. Problems with the furniture and its installation will appear after you're settled and knowing who did what is essential to getting any problems resolved quickly. If you have time, keep an eye on the installers' progress as they may not complete the work to your satisfaction (the first time). Ask questions, as they can also tell you how your new furniture works. If your furniture is not ready on time, have a contingency plan in place. Furniture that was ready on time can be spread out to cover bare spots until late furniture arrives. It takes only one small oversight at the factory, one slight error on the fabric manufacturer's end, or one small delay on the

shipper's part for your product's delivery to be pushed back by weeks. Patience is required as nothing can really be done to speed up shipment dates.



With all the activity going on, you will discover that you have overlooked important aspects of the project. You will make mistakes. The busier you get and the more complex the process becomes, the more mistakes you will make. Unanticipated

problems will arise. Go easy on yourself and those around you and trust that things will work out. Job sites, things not going the way they are supposed to, and complaints seem to go hand in hand. Keep a positive attitude and, from time to time, remember to see the forest for the trees. Happy moving! ■



TIM SCHLAK was library director and archivist at Northwestern College in Orange City, Iowa, until July 2014. He currently serves as director of the University Library at Robert Morris University in Moon Township, Pennsylvania.

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Collections Are for Collisions

DESIGN IT INTO THE EXPERIENCE

By Steven J. Bell

In 1754 Horace Walpole, a British aristocrat, wrote a letter to Sir Horace Mann in which he contemplated the phenomenon of “happy accidents” or “pleasant surprises.” Walpole referenced a Persian fairy tale in which princes traveled the world experiencing a series of accidental, but good, discoveries.



The title of that tale was *The Travels and Adventures of Three Princes of Serendip*. The story inspired Walpole to coin the term serendipity. Who among us has never known, however trivial, a serendipitous discovery? More essentially, nearly every librarian has heard at some point in his or her career someone's story about a serendipitous encounter with a book.

As a profession we are likely in agreement that serendipitous discovery in the library stacks is a good thing. Think of it as collision with our collections. A patron is browsing through the aisles when he or she randomly happens upon a book that for some reason captures his or her attention. What happens next may amount to nothing more than a brief touch and scan or a routine reading. It's on those other occasions, when the collision engages someone and has the potential to create some seismic shift in his or her life, that the collection reaches its full potential.

As our collections become more digital and less tangible, as we move them off the stacks and into onsite or remote storage, and as students spend more time touching keyboards and less time connecting with texts, how likely is it that future patrons will have such experiences? If we adhere to our current trajectory, then the answer is "not very." What's odd about the impending decline of this type of engagement is that in other industrial sectors, the very act of serendipity is being engineered into the workflow. Librarians, on the other hand, appear to be excising serendipity out of the library experience. If we believe there is value in the act of serendipity, then it is our responsibility to design the library experience to save it.

Longing for the stacks

In 2013 my institution (Temple University) embarked on a master-planning project to envision our future campus. As cochair of the library and information resources team, I helped lead a discipline-diverse group of faculty to imagine a library that would serve our community over the coming decades. Despite their academic differences, the team members shared a common aspiration for the library: Keep the books. They feared librarians would diminish the physical collections and limit the possibilities for the next generation of students. Though fully aware that current and future students were no more likely to lazily wander the stacks than give up their smartphones, they all expressed a nostalgic longing for students to have idyllic, serendipitous encounters in the stacks as they themselves did throughout their academic careers.

Despite that slight irrationality, the faculty members were onto something valuable. Research into serendipity

proves time and again it offers great benefits.

In the 1970s, MIT social scientists explored the impact of workers sitting four to a lunch table versus 12. They studied how distances between coworkers affected their productivity. Nathan Eagle, an MIT Media Lab scientist, brought the research into the digital age when he programmed 100 cellphones to emit signals when they came into close proximity with one another, and then distributed them to random members of the community. What all these studies reveal is that putting people into situations where they can more easily collide with colleagues, new ideas, or different perspectives leads to increased productivity, ideation, and innovation. Sparked by these findings, a new generation of explorers is giving rise to the science of engineered serendipity.

Where this new strategy is most being put into practice is in the workplace. It is said that Steve Jobs, when designing Pixar's headquarters, asked the architects to place the bathrooms so that everyone across the organization—programmers, designers, and animators—would by necessity have to run into one another daily. More recently,

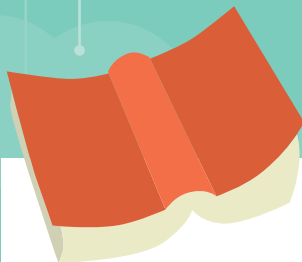
Marissa Mayer, CEO of Yahoo, took the controversial step to eliminate telecommuting in order to create "One Yahoo," a workplace where everyone needed to be present in order to multiply the possibilities for the collision of ideas. Tech start-up incubators, such as New York City's General Assembly, eliminate private offices so that each company and all its workers are in close proximity to one another in order to facilitate collisions that may lead to greater innovation.

Engineering out the serendipity

One highlight of the new Hunt Library at North Carolina State University is the large glass wall created for viewing the automated storage and retrieval system in action. As the "bookbot" goes about its work, touring groups admire the robotic giant as it silently and methodically goes about its work. As I watched these groups in awe of the bookbot, I thought it oddly ironic that they could watch the books being moved about but were completely walled off from them. I wondered if any of them would truly connect with a book that day.

Fewer books overall are being acquired, but print numbers dwindle more rapidly. The escalation of journal costs means collection funds move from the monograph to serial budget. Shifting to ebook packages allows the addition of more volumes at lower cost but at the price of

*Research into
serendipity proves
time and again it
offers great benefits.*



reducing what's available to browse on the shelf. The move to patron-driven acquisitions means more e-format purchases. Consortia partners are looking to reduce duplicated materials through shared collection-building strategies. Others struggle over space constraints with the books that remain. As patron expectations shift, there is a greater demand for both private and communal work space. Cafés are nice too, along with quiet study and traditional reading rooms. The best option to create space for such amenities is often eliminating stacks by moving books to remote storage sites or robotic retrieval systems.

Beyond our control is a growing unfamiliarity with book culture that's keeping people out of the stacks. In colleges and universities, the number of humanities majors, typically book readers and browsers, is at its lowest point since 1970—just 7% of all students. Students pressured to approach their college education as career preparation rather than a time of intellectual exploration and discovery exhibit less motivation and incentive to browse the stacks for good reads. How might those students change their behavior if they recognized that serendipitous encounters lead to new ideas, discoveries, and inventions?

Bringing back the collisions

Whether it's Syracuse University, the University of Denver, or the University of Nebraska—Lincoln, wherever librarians have announced plans to move significant collection components to offsite remote storage, no matter how good the intentions, expect community backlash. As with my faculty, the attachment to books is strong, and despite declining circulation data, community members believe there is value in keeping print collections intact. With librarians acquiring fewer books overall, and a greater number of those in electronic format, what strategies might librarians employ to increase serendipitous encounters?

One successful technique is to put the books where people may least expect them, creating a surprise “you-didn't-expect-to-find-a-book-here” discovery experience. For example, add a graphic novel collection in the computer commons. Add a new books display in the lounge or outside the café. Public libraries leverage impulse decision-making behavior by locating books near entrances, exits, and other high-traffic spaces.

If adding small collections is a challenge, try a Curated Stacks project. It's basically a visual bibliography that promotes a particular set of books, and any available stacks or bookcases make a viable location. Public libraries have

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also had some success with “Blind Date with a Book” programs, and a few academics are trying it. It’s simple: Books are wrapped in plain paper on which a clue or two is written to spark readers’ curiosity and pique their interest.

Creating collisions with intangible objects like ebook collections is no easy feat, but technology solutions present the best hope. The Digital Public Library of America’s Bookshelf, a browsable virtual stacks technology, accurately simulates shelf browsing, using colors and different size bars to communicate the location and relevance of retrieved items. In academic settings, faculty and librarians can collaborate to compile and deliver library content in the form of digital learning materials. The library’s journal and ebook content are pushed to students in ways that lead them to collide with these new resources and make discoveries of their own.

Not a trivial matter

Considering all the serious problems librarianship faces, the loss of serendipitous library discovery may not be at the top of any librarian’s priority list. It may even seem trivial. But consider the career of Marla Spivak, world expert on bees and MacArthur fellow. In her TED talk she reveals the origin of her fascination with insects: Find-

ing a book about bees at her local library at age 18. Spivak went on to make critical discoveries about beehive diseases, and has explored how to solve the crisis of colony collapse. Librarians know that Spivak’s experience happens again and again in life-changing ways.

The planet’s future isn’t always in the balance when collection collisions happen. More likely it’s just the birth of a lifelong reader or the launch of some new passion. These “good accidents” are too much a part of the quintessential library experience to allow them to fade away. It is up to our profession to design our libraries and the paths to our collections, physical or virtual, to keep the collisions coming. There is more at stake here than just circulation statistics and borrowing patterns. Libraries, properly designed to facilitate the serendipitous experience, must preserve what is at the vital core of their value to society—the propagation of new mysteries that propel the advance of human knowledge. Let’s make sure we get it right. ■



STEVEN J. BELL is associate university librarian at Temple University in Philadelphia. Visit stevenbell.info for more information about him.



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shepleybulfinch.com

The background of the page features a blue geometric pattern of triangles. Overlaid on this are several orange robotic arms, similar to those used in space exploration, with black grippers. One arm is on the left, another at the top right, and a third at the bottom right.

By Lizanne Payne

Winning the SPACE RACE

Expanding collections and services with shared depositories

Academic libraries face immutable space problems. On most campuses, library shelf space is finite and even shrinking. Gone are the days when a proactive library director could argue successfully for a library expansion to house more books.

Still, the books keep coming: Even with increasing numbers of e-journals and ebooks, US college and university libraries collect more than 25 million print volumes every year, on top of the more than 1.1 billion print items already held, according to the National Center for Educational Statistics' *Academic Libraries 2012*. Where are these books getting shelved?

To alleviate the space crunch, libraries have increasingly turned to depositories. Libraries originally used high-density depositories primarily for less-used materials. In the age of learning commons and makerspaces, many of them now find that high-density shelving can no longer be restricted to older or less-

used materials. Some send substantial numbers of newly acquired volumes directly to an offsite facility, often because they are relatively arcane materials that are still of value to the research collection.

Witness the almost 62,000-square-foot Joe and Rika Mansueto Library at the University of Chicago, which features a domed reading room at ground level, beneath which is a high-density facility capable of holding 3.5 million books, retrievable by robotic arm within minutes of a patron's online request. "We believe that having materials close by enhances their use," said Judith Nadler, the now-retired university librarian who had overseen the Man-

A bird's-eye view of the stacks at the Washington Research Library Consortium, with Facility Manager Tammy Beck Hennig posing at floor level.

suetto Library's conceptualization and construction since 2006, in a May 16, 2011, University of Chicago news feature, "Man-suetto Library Creates New Space for Thought." She described the design as "a bold statement of importance, of centrality."

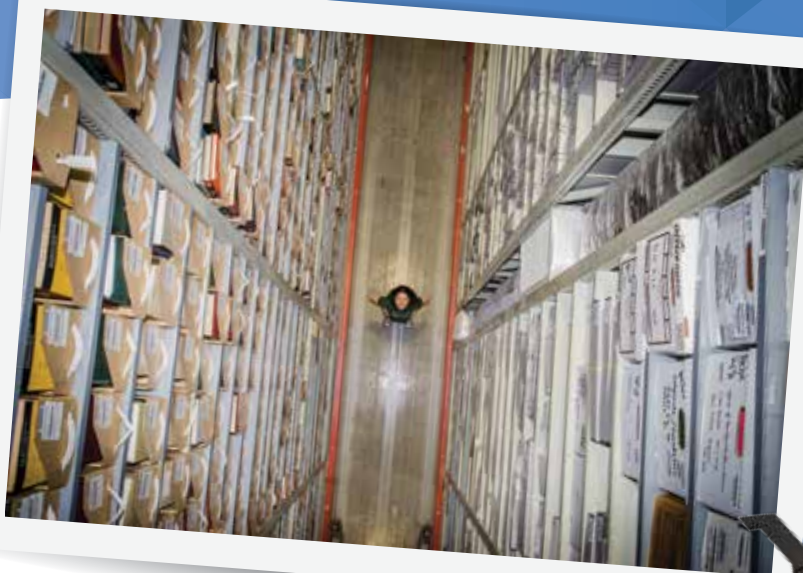
Of course, many campuses do not have the luxury of available land on which to build on-campus repositories. Libraries are also joining together to share high-density facilities to support their print collections in mutually agreed-upon nearby locations. Of the estimated 75 North American high-density facilities, at least 15 are shared by multiple libraries. Lorcan Dempsey, vice president and chief strategist of OCLC Research, predicted in his July 5, 2013, blog post, "In seven years' time, say, a large part of the existing print collection in libraries will have moved into shared management, with a reduced local footprint. The opportunity costs of locally managing large print collections which release progressively less value into research and learning are becoming too pressing for this not to happen."

By far the largest shared depository, the Research and Collections Preservation Consortium (ReCAP), which opened in 2002, holds more than 11.5 million volumes owned by Columbia University, the New York Public Library, and Princeton University. The consortium began as a way to share the costs of providing optimal preservation conditions for the partners' extensive research collections, according to Executive Director Jacob Nadal. He touts a benefit of the arrangement: "a preservation environment five times better than conventional library stacks for a fraction of the cost." ReCAP provides hundreds of daily physical and digital deliveries to partner libraries and readers around the world.

The story of offsite shelving

In the 1980s, the University of California system and Harvard University opened specialized library depositories. Since then, high-density shelving facilities have become a standard option for academic libraries worldwide. The approximately 75 North American facilities currently house more than 80 million volumes and in many cases hold a significant share of a library's total collection.


These types of facilities are designed to save construction and operating costs by housing a very large number of volumes in the smallest possible floor space. Most of these follow the "Harvard model" in which volumes are grouped by size and held in trays on shelving that can be 30 feet high or more and are often located off campus to



take advantage of less expensive land. Grouping volumes by size allows each shelf to be filled to its maximum capacity with no wasted space above or below, and no reserved space as is required in traditional library shelves arranged by call number, which must allow room for new volumes to be inserted. Typically a Harvard-model facility will contain multiple long rows of shelving in a single large room (or "module") for a total of 10,000–15,000 surface square feet (which can hold as many as 2 million volumes).

Facilities can be expanded by appending new modules. Each module has environmental systems and controls to maintain low temperature, humidity, and lighting to better preserve the books, usually in better conditions than the campus library provides. Facility staff operate mechanized order pickers that can traverse the rows and rise even to the highest shelf for adding new trays or retrieving requested volumes. These facilities also include a separate processing area for staff to accession new holdings into the facility (sizing, traying, updating the inventory control database or library catalog) and to fulfill requests (charging to library or end-user, packing for delivery or scanning for electronic delivery).

Automated storage and retrieval systems (ASRS) are also in frequent use. Developed first at California State University, Northridge, and now at many others, these facilities are designed to house a high percentage of the libraries' volumes on campus and to provide retrieval and delivery by a robotic mechanism. Like the Harvard model, ASRS depositories use long and high shelving rows designed for density and not for human browsing. In the ASRS, the robotic mechanism is connected to the library's online catalog and request system: When a book is requested, the system automatically dispatches the appropriate arm to retrieve the bin where it is being held. From that point a staff member extracts



the requested book from the bin to deliver it to the waiting requester.

Library depositories offer a trade-off between cost-effective shelving for ever-growing collections and more difficult access to the volumes held there. To compensate for reduced availability of volumes in a high-density facility, libraries need to ensure that the volumes can be discovered through metadata and are delivered to the requester in a timely manner. On-campus ASRS facilities are designed to deliver volumes within minutes. Offsite facilities frequently offer onsite reading rooms, scanned delivery of articles or chapters, and daily or more frequent delivery of physical volumes.

Most often regional shared depositories have been developed by existing library consortia or university systems:

- The University of California's Northern and Southern Regional Library facilities were developed at the direction of the Regents of the University of California to house materials for the universities in the north and south of the state.

- Five Colleges Inc. in Massachusetts, an educational consortium founded in 1965, established its shared Library Depository by agreement with Amherst College to use part of Amherst's modified Harvard-model facility housed in a former Strategic Air Command bunker.

- The Minnesota Library Access Center, a program of Minitex, houses member library collections in an underground cavern built beneath the main library of the University of Minnesota during library construction.

- Ohio boasts five Harvard-model facilities originally mandated by the state legislature and now administered by OhioLINK.

- The Washington (D.C.) Research Library Consortium (WRLC) operates a Harvard-model Shared Collections Center for its nine member libraries.

In other cases, partner libraries forge new relationships specifically to achieve a shared library depository:

- PASCAL (the Preservation and Access Service Center for Colorado Academic Libraries) is shared among the University of Colorado, Denver Health Sciences Library, Auraria Library, and the University of Colorado, Boulder.

- The University of Texas system and Texas A&M University opened a joint library depository in 2013 designed to hold more than 1 million volumes.

- The Georgia Institute of Technology and Emory

University are planning a new shared library depository, expected to be operational in late 2015.

Libraries that share facilities define policy in a number of different ways. Sometimes libraries offer a landlord/tenant arrangement such as the agreement between Duke University, which owns the facility, and neighboring North Carolina libraries in the Research Triangle. At ReCAP, partners share only the physical space and operations staff, with volumes separated into different rows that are reserved for individual owners, like a condo. At WRLC (which also operates a shared library catalog across its nine members), holdings of all members are fully intermixed throughout the shared facility. The Five Colleges Library Depository in Massachusetts offers subscriptions to its journal titles held at the facility, so that its subscribers are, in a way, also sharing the facility.

Sharing collections across systems

Regardless of the original arrangement, libraries that share offsite shelving facilities almost inevitably begin to discuss sharing the holdings themselves. Even high-density facilities ultimately face space constraints and often enact policies to restrict duplication. Plans to prohibit duplicates in a shared facility often lead to discussion of shared ownership or stewardship, because partner libraries that are prevented from relocating volumes to the shared facility by the no-duplicates policy need the assurance that they will have access to the offsite volume already sent there by another library.

That was the case for WRLC's Bruce Hulse, director of information services. He says that during planning for expanding the shared facility, library partners discussed "if we were sharing our individual collections or creating a shared collection." If sharing individual collections, then each partner would have the ability to make a series of separate choices, which, in the end, might not make the best use of the shared facility. But viewing the book repository's contents as a single shared collection would require true collaboration, he says, and could produce the best collection for the group

as a whole. "The resulting decision to share stewardship went a long way toward convincing university administrators to provide financial support for facility expansion," Hulse says.

While ReCAP historically has emphasized

Some send newly acquired volumes directly to an offsite facility, often because they are relatively arcane materials.

support for individual collections at the shared facility. ReCAP partners are also considering some major changes. Says ReCAP Executive Director Nadal, "Our next major initiative is to turn ReCAP from a shared operation into a shared collection, giving each partner full access to more than 3 million additional items and providing a foundation for collaboration on major collecting efforts in the years ahead."

The collaboration between Georgia Tech and Emory University in Atlanta "aims to develop a shared collection between our two institutions, both retrospectively and prospectively," says Catherine Murray-Rust, Georgia Tech's vice provost for learning excellence and dean of libraries. "One of the ways to get there is to start by solving our space problems collaboratively through a shared facility."

The relationship between Georgia Tech and Emory has led to one of the more dramatic collection decisions: In what is believed to be a first, Georgia Tech plans to relocate almost all of its print collection to the new shared facility (a decision that may be facilitated by the fact that Georgia Tech's academic programs emphasize technical and engineering fields that are well-supported by digital resources).

To provide access to its mostly offsite print collection, Georgia Tech will institute twice-daily deliveries of print volumes from the new facility about six miles away, plus on-request emergency deliveries, electronic delivery, and an onsite reading room. Even more important, Murray-Rust says, is that delivery service from the shared facility will be integrated between all Emory and Georgia Tech library locations, so Georgia Tech faculty and students can have easier access to all materials available through this partnership. As Murray-Rust puts it, the goal is "to make up with service for what some faculty believe is taken away."

Shared library facilities sometimes form the basis of "shared print programs," an evolving term used to describe agreements in which libraries explicitly commit to retain certain holdings over the long term, either on campus or in a depository.

The goal of these programs is to ensure preservation of certain defined holdings, which allows other partners to deselect their copies if necessary. Several shared library facilities have enacted retention agreements for their holdings, including the "persistence policy" at the University of California Regional Library Facilities and

a commitment at WRLC to retain print journal volumes held at the shared facility until at least 2035. The new facility at Colby College will enable Colby to retain hundreds of thousands of monographs as part of the Maine Shared Collections Strategy. Indiana University's Auxiliary Library Facility, formerly used only for IU's collections, now serves as the central repository for the Committee on Institutional Cooperation (CIC) Shared Print Repository of journal volumes shared by 10 CIC member libraries.

Georgia Tech plans to relocate almost all of its print collection to its new shared facility. To provide access, it will institute twice-daily deliveries of print volumes.

Appeasing concerns

For libraries operating high-density facilities or shared print programs, one key issue is how to appease the concerns of faculty and students who see books being removed from the stacks. Librarians view relocating books or relying on

other collections as an unfortunate necessity, given the continuing acquisition of new volumes that must be housed within a finite amount of campus book space. Faculty and other researchers view those steps as unnecessarily draconian solutions that reduce the value of local collections. Perhaps the best way to bring these two worldviews together is to agree on a shared goal: Neither librarians nor researchers want libraries to stop acquiring new books because they have run out of space, and both want researchers to find and use any volume they want, wherever it is located.

In the meantime, high-density library shelving facilities will probably continue to grow—both new facilities and expansions of existing ones. Some libraries will be able to make the case that an individual facility is required, while more frequently they may join with others to divvy up the costs of a shared facility.

And as libraries increasingly consider shared print agreements—spreading responsibility for collections among multiple libraries—existing and new library depositories will play an important role as the primary sites for long-term retention and delivery of vital print volumes. ■



LIZANNE PAYNE is a consultant working with academic libraries and consortia to plan for shared print collections. She has served as executive director of the Washington (D.C.) Research Library Consortium (WRLC), where she managed development of WRLC's shared library systems and shared library depository. Email: lizannepayne03@gmail.com.

GET READY!

The Conversation Starts Here...



ALA Midwinter Meeting and Exhibits in Chicago, January 29–February 3, 2015

The ALA Midwinter Meeting and Exhibits will once again bring together thousands of librarians and others to take advantage of opportunities to engage, learn, and network. On the agenda are digital content and ebooks, technology in libraries, innovation, books and authors, leadership, library advocacy, community engagement, and policy updates. The Washington Office will present the implications of the midterm election results for libraries. Last year's attendees said they welcomed

the opportunity to engage in the face-to-face committee work that moves projects forward and builds on virtual collaboration, as well as quality conversations with exhibitors on a less crowded exhibit floor. Attendees will be looking to return to their libraries and other institutions with new tools and ideas for successful innovation and improvements, and with a renewed sense of energy generated by in-person events.

The "News You Can Use" series offers updates from a wide range of

internal and external groups and partners, with a focus on new and current research, data, and predictions around federal legislation, regulation, public policy, ebooks and digital content, technology, community engagement, accessibility, LIS research, book industry news, RDA, grant priorities, and library user research.

Chicago offers a variety of indoor activities including restaurants, museums, galleries, shopping, concerts, theaters, and shows. Enjoy outdoor winter activities like ice skating near the famous "Bean" sculpture in Millennium Park.

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**A feast at the
SMORGASBORD
of library knowledge.**

—Jeff White

ALA
conferences open
gates to knowledge.

—Yoshira Castro

WONDERFUL
professional development experience.

—Ellen Spring

Like swimming in a cauldron of
IDEAS,
and stirring up some of your own.

—Matt Weston

after attending ALA Midwinter Meeting, the Making Your Case to Attend resources at alamw15.ala.org/steps-in-making-the-case can get you started.

Registration and housing for ALA Midwinter Meeting open October 1 at alamidwinter.org.

Highlights

ERT/Booklist Author Forum

(Friday, January 30)

ALA President's Program

(Sunday, February 1)

RUSA Book and Media Awards Ceremony and Reception

(Sunday, February 1)

Youth Media Awards

(Monday, February 2)

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The conversation starts here ... in Chicago, January 29–February 3, 2015, and continues as we work on Transforming Our Libraries, Ourselves in San Francisco, June 25–30, 2015.

Get the most at the best price—plus priority access for housing. Bundle registration for both events is open September 9–30.

Midwinter Meeting-only registration opens October 1. Annual Conference-only registration opens January 12, 2015.



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PLENTY
to see, to do, to learn.—Chet Mulawka

I have returned ... with a renewed **ZEST** for my profession.

—Courtnei O'Brien

Currents

■ New York State Library Library Development Specialist **Cassandra Artale** retired after more than 30 years with the library June 19.

■ July 1 **Jerome Azbell** became branch supervisor of the Myrtle Glanton Lord Library, Linebaugh Public Library System, in Murfreesboro, Tennessee.

■ City of San Diego Library Director **Deborah Barrow** retired July 11.

■ **Doug Bryant**, librarian at Chavies Elementary School and Robinson Elementary School in Perry County, Kentucky, recently retired.

■ **Stu Charles** retired in June after 39 years as librarian at Milton (Ont.) District High School.

■ July 1 **Amy Chirman** became learning systems coordinator at Santa Cruz (Calif.) Public Libraries.

■ The Institute of Museum and Library Services appointed **Robin L. Dale** associate deputy director for state programs June 20.

■ George Eastman House in Rochester, New York, named **Virginia Dodier** as associate librarian of the Richard and Ronay Menschel Library June 2.

■ **David L. Easterbrook** retired June 30 after 23 years as curator at the Melville J. Herskovits Library of African Studies at Northwestern University in Evanston, Illinois.

■ June 24 **Sarah Ethier** joined East Central Regional Library as branch



Cassandra Artale



David L. Easterbrook



Lauren Goode



Yvonne Hilliard-Bradley

librarian for the Giese Memorial Library in Wyoming, Minnesota.

■ In June **Jane Brodsky Fitzpatrick** retired as associate librarian for collection management at the City University of New York Graduate Center Library.

■ **Annie Gaines** has joined the University of Idaho Library in Moscow as scholarly communications librarian.

■ **Yvonne Garrison** recently retired as branch librarian at Park County (Colo.) Public Library's Bailey branch.

■ **Lauren Goode** joined the College of William and Mary's Earl Gregg Swem Library in Williamsburg, Virginia, as science librarian July 1.

■ July 1 **Yvonne Hilliard-Bradley** retired as director of Blackwater Regional Library in Courtland, Virginia.

■ Abington (Mass.) Public Library appointed **Amy Hindle** as children's librarian in May.

■ The University of Idaho Library in Moscow promoted **Ben Hunter** to associate dean and head of technical services in July.

■ **Eric Ikenouye** became

director of Cortez (Colo.) Public Library in June.

■ **Marilyn Irwin** recently retired as associate professor of the Indiana University School of Informatics and Computing in Bloomington.

■ **Oleg Kagan** recently became community library manager of the Topanga Canyon branch of the County of Los Angeles Public Library.

■ **Marcus D. Kilman** retired as head of circulation at the University of Central Florida Libraries in Orlando June 5.

■ July 29 **Alex Kyrios** joined the Folger Shakespeare Library in Washington, D.C., as cataloger.

■ **Beverly Laughlin** retired as special projects manager at Allen Parish (La.) Libraries in July.

■ July 28 **Adriene Lim** became Philip H. Knight Dean of Libraries at the University of Oregon in Eugene.

■ **Lee Maternowski**, director of Elk Grove Village (Ill.) Public Library, retired June 20.

■ **Brenda J. McKinley** became director of the C. H. Booth Library in Newtown, Connecticut, July 1.

CITED

■ June 21 **Lorcan Dempsey**, vice president and chief strategist of OCLC Research in Dublin, Ohio, received an honorary doctorate from the Open University in Edinburgh, Scotland.

■ **Andrea Francisco**, librarian at Forest Avenue Elementary School in West Babylon, New York, received the Western Suffolk BOCES School Library System's School Library Media Specialist of the Year Award in May.

■ **Frederick J. Stielow**, former vice president and dean emeritus of libraries, electronic course materials, and ePress for the American Public University System, has been inducted as a Fellow of the Society of American Archivists.

■ The Association of Research Libraries named **Rikk Mulligan** program officer for scholarly publishing effective July 14.

■ June 6 **Rachel Mulvihill** became head of the Information Literacy and Outreach department at the University of Central Florida Libraries in Orlando.

■ **Lauren Read** recently became reference librarian at the Hilton Head branch of Beaufort County (S.C.) Library System.

■ **Jenny Simon** recently became director of Spring Valley (Minn.) Public Library.

■ **Sara F. Slymon** became director of the Public Library of Brookline (Mass.) June 19.

■ **Carmen Snow** retired June 12 after 33 years as librarian at Lincoln Elementary School in Redondo Beach, California.

■ **Farideh Tehrani** retired June 30 after 22 years as preservation librarian at Rutgers University Libraries in New Brunswick, New Jersey.

■ **Joan Weber**, director of library and media services at Yakima (Wash.) Valley Community College for the past 22 years, retired July 1.

■ **Glee Willis** retired as digital projects coordina-



Adriene Lim



Glee Willis

OBITUARIES

■ **Leslie Bjorncrantz**, 69, a librarian who retired after 37 years with Northwestern University in Evanston, Illinois, died July 3.

■ **Ruth Ann Collins**, 60, former librarian at Floris Elementary School in Herndon, Virginia, died June 21.

■ **Charlene Davis**, 61, director of field services and state library service divisions at the Kentucky Department for Libraries and Archives, died June 4.

■ **Rita Dworkin**, 85, a librarian at East Meadow (N.Y.) Public Library for 35 years until her 1996 retirement, died July 4.

■ **Gigi Galich**, 55, librarian at Evanston (Ill.) Public Library, died July 1.

■ **Zoia Horn**, 96, died July 12. She is believed to be the first librarian jailed for refusing to divulge information on intellectual freedom grounds when, as head of the reference department at Bucknell University in Lewisburg, Pennsylvania, she refused to testify in the trial of the "Harrisburg Seven" in 1971, and served 20 days in prison.

■ **Margaret Mary Kimmel**, 76, 1982–1983 ALSC president, died June 10. Kimmel was professor emeritus of library and information science at the University of Pittsburgh and had previously taught at Catholic University of America in Washington, D.C., the

College of Librarianship in Wales, and Simmons College in Boston.

■ **Anne Sinkler Whaley Le Clercq**, 72, director of the Daniel Library at the Citadel in Charleston, South Carolina, since 1996, died June 19.

■ **Chang-Chien Lee**, retired archives librarian at the University of Central Florida Libraries in Orlando, died May 31. Lee served as executive editor of the *Journal of Educational Media and Library Sciences*. He was president of the Chinese American Librarians Association in 1988–1989 and received the Asian American Heritage Council's Leadership in Diversity Award.

■ **Joann Muscardin**, 56, children's librarian at Port Jefferson (N.Y.) Free Library for 14 years, died May 23.

■ **Thomas W. Schear**, director of Passaic (N.J.) Public Library from 1961 to 1987, died June 14. Schear had been a member of the New Jersey Library Association since 1957, serving as treasurer from 1966 to 1972 and president in 1973–1974.

■ **Marco G. Thorne**, 99, San Diego City Librarian from 1971 to 1978, died June 7. Thorne worked at the library for nearly 30 years, helping to launch the Serra Regional Library System to improve cooperation among libraries in the county, and advocated for an expanded central library building.

tor for the University of Nevada, Reno, June 30.

AT ALA

■ **Alicia Bastl**, former program coordinator for HRDR, became human resources assistant in the Human Resources De-

partment June 2.

■ June 23 **Mark Beatty** joined LITA as programs and marketing specialist.

■ June 5 **Linda Bostrom** retired as PLA professional development manager.

■ **Marisa Kossakowski**, meeting manager for Con-

ference Services, left ALA June 11.

■ **Amy Sargent Lundy** was promoted to PLA professional development manager June 5.

■ ITTS Systems Project Manager **Irene Marquez** left ALA May 30.

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

Storytime Underground

A peer-friendly space where youth specialists share practical tips

by Abby Johnson

Storytime Underground, an informal idea-sharing website where youth librarians can learn from one another, started with Guerrilla Storytime—gatherings of children’s librarians sharing ideas, brainstorming, and troubleshooting issues related to early childhood librarianship—at the 2013 ALA Annual Conference and Exhibition in Chicago. Since then, Guerrilla Storytime has been held at conferences all over North America, creating grassroots professional development opportunities.



These events allow librarians

to see beyond their storytime rooms.

These events allow librarians to see beyond the walls of their own storytime rooms and teach one another tech-

niques for creating dynamic programs for young children. Topics covered in each session are as diverse as the librarians attending. Participants might share activities including early literacy skills in preschool storytime, strategies for getting caregivers involved during programs, and group management techniques.

Guerrilla Storytime developer Cory Eckert of Houston Public Library (HPL) calls the movement “a fire waiting to be kindled. Our mission is we train each other, we support each other, and we promote

each other.” She tells *American Libraries*, “The whole idea of Guerrilla Storytime and, by extension, the Storytime Underground community, is that everyone has something to teach and something to learn.”

Storytimeunderground.org is the virtual equivalent of Guerrilla Storytime. Created as an online home for ideas shared in person, as well as for toolkits on running face-to-face sessions, it enables youth librarians to ask and answer one another’s questions and to share good work being done by colleagues. Compared with more traditional, top-down methods like attending webinars or taking classes, Storytime Underground provides an online location where librarians can train, support, inspire, and promote one another—whatever an individual’s level of experience, because everyone has something to bring to the table.

Angie Manfredi, head of youth services at the Los Alamos County (N. Mex.) Library System, says, “Before Guerrilla Storytime, I struggled to find footing as a children’s librarian, notably in serving ages 0–6. After attending, I had a thriving network of colleagues, and, by seeing their examples in practice, I not only gained ideas, tips, and tricks but the confidence to try new things, ask questions, and experiment with what my storytime could do.”

The Storytime Underground website is run by a team of self-described joint chiefs: HPL’s Eckert; Kendra Jones of Fort Vancouver Regional

Library, Vancouver, Washington; Amy Koester of Skokie (Ill.) Public Library; and Brooke Rasche of La Crosse (Wis.) Public Library. Together, they provide a wealth of content that makes creating a personal learning network (PLN) easy for librarians who may lack time to seek out resources. Regular roundups of links offer lots of useful blogs and websites in one place, pointing readers to further professional development resources.

The joint chiefs provide many opportunities for Storytime Underground visitors to make it their own. Readers can submit questions to the “Storytime Ninjas” volunteer corps and are also encouraged to volunteer as Storytime Ninjas and share expertise or brainstorm solutions. The variety of content submitted by librarians nationwide makes Storytime Underground an excellent place to begin a search for your own PLN.

Get involved by connecting with other librarians on the Storytime Underground Facebook page. Send roundup links (self-promotion is encouraged) or volunteer to facilitate a Guerrilla Storytime at your next professional conference.

Much of youth librarianship is learned on the job, and everyone can benefit from connecting with others and sharing ideas. Visit Storytime Underground and start your professional development journey today. ■

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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ADVERTISEMENT AMERICAN PHILOSOPHICAL SOCIETY LIBRARIAN

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The APS, founded in 1743, is America's oldest learned society and a major center for research and scholarship. Its library, situated in two buildings adjacent to Independence National Historical Park in Philadelphia, includes some 300,000 books and bound periodicals, eleven million manuscripts, hundreds of thousands of images, and thousands of hours of sound recordings. Current collection policy centers on American history before 1860; history of science; anthropology; linguistics, and materials documenting Native American languages and cultures.

The successful candidate will have had significant experience in the management of a research library. Applications from women and minority candidates are strongly encouraged. The APS is an equal opportunity employer.

Further particulars, including instructions for applying, are available at the American Philosophical Society website, www.amphilsoc.org.

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Librarian's Library

Intellectual Freedom: A Core Tenet

by Karen Muller

For 75 years, since ALA Council first adopted the Library Bill of Rights in 1939 (ala.org/advocacy/intfreedom/librarybill), challenging censorship has been a core tenet of librarianship.

The essays in the 2014 edition of *Banned Books: Challenging Our Freedom to Read*, by Robert P. Doyle, outline how case law has extended the protection of the freedoms of speech and press to include freedom of expression of ideas and information. This background reading informs use of the "First Amendment Action Guide," an advocacy plan for promoting Banned Books Week. For librarians who serve students and others researching why a particular book is banned, the ongoing value of *Banned Books* is the listing of 1,890 titles that have been banned or challenged. If you haven't read prior editions of the list, it will both surprise and sadden you. If you serve a community where even one class is assigned to "choose a favorite banned book" and report on why it was challenged, you need this book. INDEXED. OFFICE FOR INTELLECTUAL FREEDOM, 2014. 380 P. \$39. 978-0-8389-8688-2

Special note: The 10th edition of the core resource, ALA's *Intellectual Freedom Manual*, is being updated and will be available in 2015.

The Library Juice Press Handbook of Intellectual Freedom: Concepts, Cases, and Theories explores what the freedom to access information without restriction means in greater philosophical depth. Editors Mark Alfino and Laura

Koltutsky have gathered essays from 21 librarians, scholars, and theorists that look at the origins of the principles of intellectual freedom, particularly as they were expressed in the Enlightenment and incorporated into the US Bill of Rights. The same time line includes Mary Wollstonecraft's 1789 essay calling for women's equal access to information and education, laying part of the foundation for 20th-century feminism. Other essays explore the impact of intellectual freedom on journalism, the internet, and open access; consider artistic freedom; and examine the limits of academic freedom. These are not easy essays, but they are important as they relate concepts we apply in libraries to other facets of our lives. INDEXED. LIBRARY JUICE PRESS, 2014. 482 P. \$50. 978-1-936117-57-4

The subtitle to *Intellectual Freedom for Teens: A Practical Guide for YA and School Librarians*, edited by Kirstin



These selections can help libraries and the community take action to fight censorship.



Fletcher-Spear and Kelly Tyler, defines the book, which is for librarians serving teens, whether in school or public libraries, as they navigate challenges to materials in the collection; develop programming to help teens think more clearly about the abstract concept of censorship; and work to balance students' need for digital resources with fears about unfettered access to the internet or social media. Appendixes include an annotated list of the most challenged young adult (YA) books from 2006 to 2011 and the ALA Library Bill of Rights, with relevant interpretations. INDEXED. ALA EDITIONS, 2014. 144 P. \$48. PBK. 978-0-8389-1200-3



Protecting Intellectual Freedom and Privacy in Your School Library, by Helen R. Adams, collects previously published essays on applying intellectual freedom principles in school libraries. In addition to addressing the importance of a materials selection policy as preparation for a challenge, Adams also offers guidance on serving students with special needs; looks at privacy issues; and



THE BESTSELLERS LIST

THE TOP-SELLING BOOKS FROM ALA PUBLISHING
(SINCE JUNE 1, 2014)

proposes ways to advocate for intellectual freedom through programming and instruction.

INDEXED. LIBRARIES UNLIMITED, 2013. 263 P. \$55. PBK. 978-1-61069-138-3 (ALSO AVAILABLE AS AN EBOOK.)

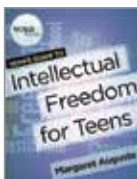
VOYA's Guide to Intellectual Freedom for Teens, by Margaret Auguste, is a call to action, capped off with vignettes of nine advocates for intellectual freedom. The initial chapters explore themes in YA literature—sexuality, violence, profanity, the occult—that result in challenges. Subsequent chapters address ways librarians can take action to learn more about fighting censorship. The final chapters reiterate the importance of the selection policy and define other advocacy methods.

INDEXED. VOYA PRESS, 2012. 208 P. \$40. PBK. 978-1-61751-007-6

Books Under Fire: A Hit List of Banned and Challenged Books, by Pat R. Scales, is another resource for understanding the societal issues reflected in the hundreds of book challenges ALA's Office for Intellectual Freedom receives each year. Children's books that have received the majority of challenges are featured. A summary, reviews, details of recorded challenges, awards received, and additional reading about the author and the book are included for each entry. Talking points on why the books have been challenged and other books covering the same themes for use with book groups are also featured.

INDEXED. ALA EDITIONS, 2014. 232 P. \$47. PBK. 978-0-8389-1109-9

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



TOP 3 IN PRINT



1. *The Whole Library Handbook: Teen Services*

Heather Booth and Karen Jensen, editors

ALA's popular series continues with a volume specifically geared toward those who serve young adults, gathering articles and commentary from some of the country's most innovative and successful teen services librarians.



2. *Storytimes for Everyone! Developing Young Children's Language and Literacy*

Saroj Nadkarni Ghoting and Pamela Martin-Díaz

The authors build on the concepts introduced in the second edition of the Every Child Ready to Read initiative to offer practical suggestions for incorporating early literacy information and strategies into the storytime setting.



3. *Copyright for Academic Librarians and Professionals*

Rebecca P. Butler

Butler examines the complex arena of copyright and intellectual freedom in higher education. This handbook will show students training to become academic librarians how to make informed decisions regarding the use and availability of print, nonprint, and online resources.

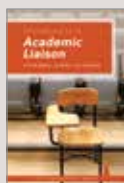
TOP 3 IN EBOOKS



1. *Google Search Secrets*

Christa Burns and Michael P. Sauers

Burns and Sauers reveal the secrets of effective Google searches in this resource showing how to get the most out of the service.



2. *Fundamentals for the Academic Liaison*

Richard Moniz, Jo Henry, and Joe Eshleman

A core resource for any LIS student or academic librarian serving as a liaison, this handbook lays out the fundamentals of the discipline, helping librarians build the confidence and cooperation of the university faculty in relation to the library.



3. *RDA: Strategies for Implementation*

Magda El-Sherbini

El-Sherbini tackles key questions about how the new standard is being implemented by cataloging professionals, offering an orientation into the structure of RDA: Resource Description and Access from a practical perspective, including a detailed comparison with AACR2.

Elements of Design

When working on a new library design project or renovation, it's easy to forget the small details, like economical, energy-saving interior lights or new signage letting patrons know how to navigate your facility. Luckily, these companies have you covered.

JESCO Offers Big Power and Savings

The SLT-2232 Ultra-Thin LED Troffer is a new interior grid-ceiling LED downlight with ultra-thin integral housings from the JESCO Lighting Group. The lights fit well with a broad range of commercial and institutional interiors and provide an elegant contemporary architectural design in a distinctive troffer style for economical, uniform interior ambient illumination. The lower-watt LED light can be used to replace higher-watt, but shorter lifespan, T8 and T12 recessed, grid-ceiling lights.

The SLT-2232 emits white, high-color-rendition light and is economical to operate and maintain. Powered by JESCO's patent-pending, state-of-the-art optical design, the SLT-2232 has even, direct-lighting uniformity that eliminates hot spots typically associated with LED lights. The light works



with almost any design plan. With a 3 3/16-inch-deep housing design, it is adaptable to flat, t-bar drop-ceilings and acoustical grid-ceiling panels in any size space, especially those with shallow or crowded ceiling plenums.

Weighing less than five pounds, the new JESCO light is easy to install—even for one person. It is constructed from sturdy, but lightweight, cold-rolled steel housings. An advanced heat-sink design provides thermal management for 50,000 hours of operation at 70% lumen maintenance. Available in 3000K, 4000K, or 5500K ANSI color temperatures, the ST-2232 has an efficacy of more than 70 lumens per watt.

The lights are made for dry, interior use,



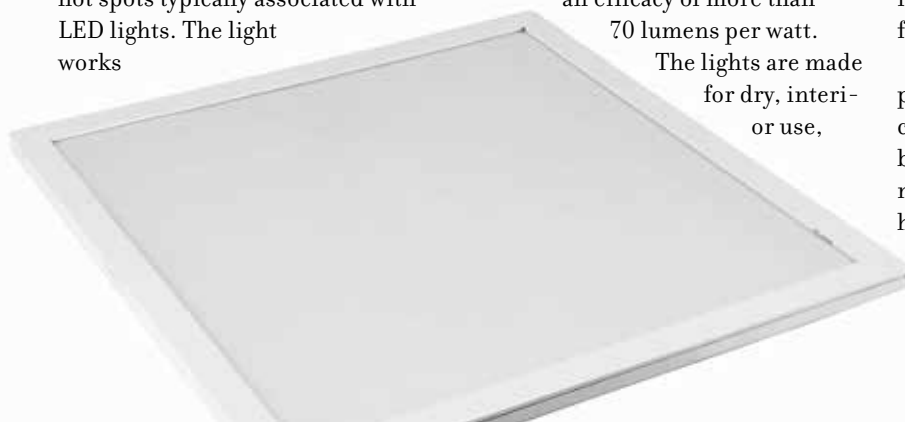
and are under warranty for five years.

Learn more about JESCO products at jescolighting.com.

Biz Signs Shows the Way

Biz Signs has been in the signage business for more than two decades. The company's customer service, design, marketing, and manufacturing teams work with clients to create graphics and graphic media products for a variety of sign, awning, and communications needs. Clients provide input, from the initial concept stage to the final plans and production.

Before beginning a new sign project, Biz Signs meets with its clients onsite to discuss design and branding ideas and to take measurements and photos that detail the height of the ceiling and the width of the walls where signs will be placed. Designers then research,



VMDO DESIGNS FOR LIBERTY

Service: VMDO Architects,
vmdo.com

Details: Headquartered in Charlottesville, Virginia, VMDO Architects has specialized in design for educational institutions since 1976.

User (pictured): Marseille (Marcy) Pride, dean of Jerry Falwell Library, Liberty University, Lynchburg, Virginia.



How did you use VMDO's services? VMDO was hired to design a world-class library that would provide service for a university undergoing a major campus transformation and explosive growth. A key requirement was the ability to anticipate the future demand for growth in collections and to create flexible learning spaces that would inspire and engage our residential and online students.

How did VMDO serve Liberty University's Jerry Falwell Library's needs? They served as expert listeners and facilitators in uncovering not only our library's design but how it related to our campus and our customers. VMDO sought out connections at the most personal level while weaving together the needs of the many stakeholders involved in a project that would impact thousands of students, faculty, and staff for years to come.

What were the main benefits of using VMDO? Their team provided friendly guidance through the marathon of sprints unfamiliar to a library inexperienced in large building programs. Their close professional relationships with a range of industry consultants offered us incredible benefits in service design, plans for our library collection, and in our interior design. They set the tone



with this building for a campus transformation and incorporated many design elements that will be utilized in the master plan they were also hired to provide.

What would you have liked to see improved or added to their service? VMDO provides careful insights into educational building design. They might consider producing publications related to the academic library design process that would be beneficial to the campuses considering library renovations, additions, or entirely new libraries.

produce sketches, and prepare concepts. Biz Signs's e-BizSigns project management software allows clients to track the progress of projects and share ideas with the design team from their own computers. The client sees a proof of the design and can accept or make changes prior to

delivery and installation.

The Biz Signs art department works on both interior and exterior graphics and can manage projects for a single location or for a multilocation rollout. Its certified installers work with vinyl; dimensional lettering; pin-mount signage; freestand-

ing displays; banners; wall-mount; ceiling-mount; building wraps; canopies; and aluminum composite material panels. Biz Signs also has LED signs that will last for almost 100,000 hours before needing replacement.

To learn more about Biz Signs's services, visit bizsigns.net. ■

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

THE RIGHT NOTES

A CULTURAL VENUE FOR CONCERTS

The UCLA Powell Library's Music in the Rotunda concert series provides a campus venue for faculty, student, and local professional musicians to perform and enjoy music for free. Concerts are held Friday and Saturday evenings in the second floor Moorish-style rotunda under a Romanesque dome. The series has helped position the library as a center for creative cultural exchange within the UCLA and Los Angeles-area communities and has provided a pedagogical opportunity for faculty to perform with their students. "I'm rewarded by seeing the concentration and enjoyment on audience members' faces, and the relief and excitement from the faculty and student musicians after a successful concert," says Catherine M. Brown, inquiry librarian and lead for exhibits and programs at UCLA Powell Library. The original concert series ran from 1966 to 1990 and was resurrected in 1998. Brown has managed it since 2000. Over the years, the space has seen many types of performances, including historical dances, classical guitar, a cappella, jazz, pop, strings, and world music. Shown here: The Lumia String Quartet performing on May 9.

The Bookend showcases librarians, their work, and their work spaces.
For consideration, please send high-resolution images and any press material to americanlibraries@ala.org.



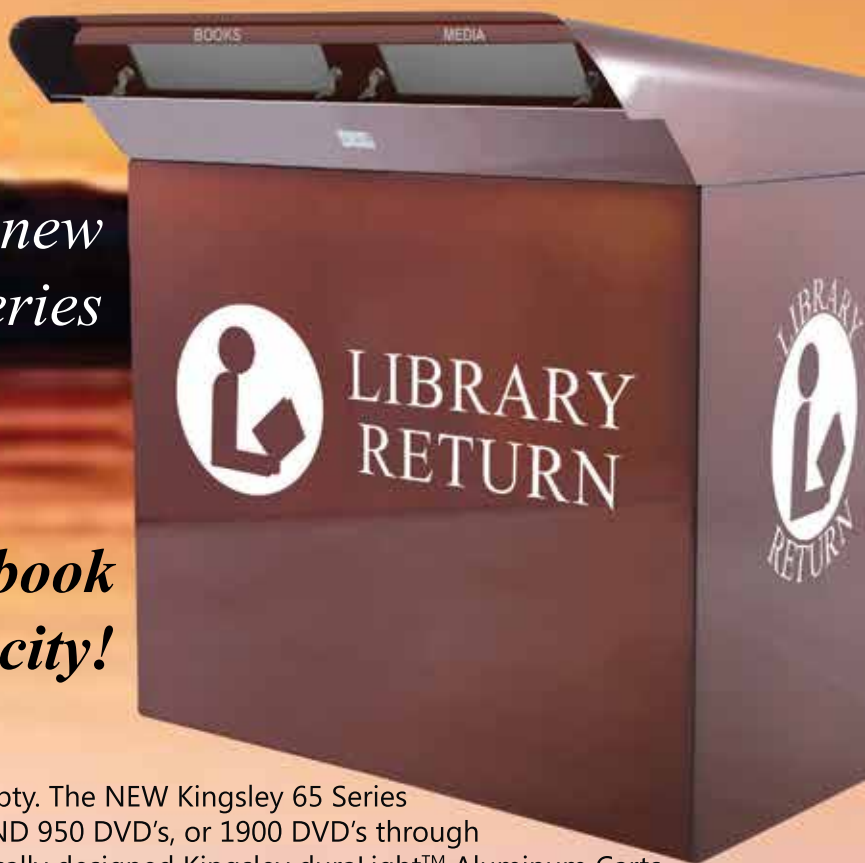
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