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MARCH/APRIL 2016

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

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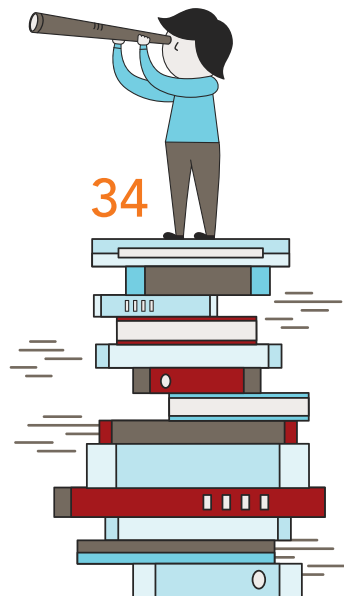
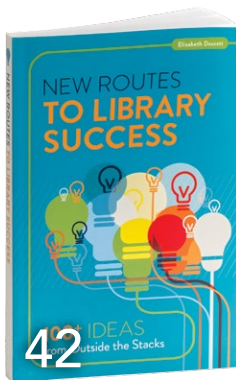
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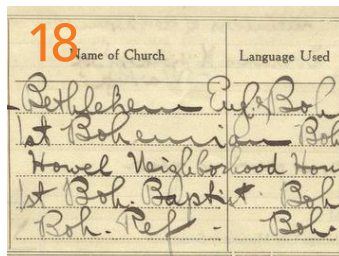
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## Because Libraries Transform

by Laurie D. Borman

**L**ibraries Transform. What does it mean to you? And perhaps more important, what does it mean to your community, your library, your patrons? In our cover feature, we offer you stories of librarians already taking advantage of the multiyear public awareness campaign and provide a toolkit for applying it to your library. We have been on this story since the campaign's launch at the 2015 ALA Annual Conference and Exhibition in San Francisco and plan to keep you updated throughout its duration. See the feature on page 28.

Trending now: being “in the moment” and getting unplugged. Paying attention to what’s happening right here, right now, not what’s on your iPad, your phone, or other digital distractions. Stepping away from the laptop. It means looking up when you cross the street or talk to a col-

league. If you’re in the moment, does that mean you can’t talk about the future? We think not.

You might want take a look at our update on the Center for the Future of Libraries on page 46 that talks about being unplugged, as well as

other trends, such as digital badging, aging advances, and how thinking about them helps librarians envision their work.

One of the future trends is gamification, which is also the subject of our Spotlight this month on page 20. O’Neill Middle School in Downers Grove, Illinois, created a game that boosted participation in its voluntary reading program from 17% to 80%, and got kids collaborating, discussing books, and writing reviews. Teacher-librarian Tasha Squires tells her story about how the school ended up \$60,000 richer as a result.

Librarians you’ll want to know now and in the future are the Emerging Leaders, Class of 2016. These newer library workers in the ALA leadership development program participate in problem-solving work groups, network with peers, gain an inside look into ALA structure, and have an opportunity to serve the profession in a leadership capacity. The 2016 class met for the first time in Boston at Midwinter and began working on group projects that they will present at Annual in Orlando. See more in our feature beginning on page 34.

A blast of arctic wind and snow did not greet attendees at Midwinter Meeting & Exhibits in Boston, and for that we are grateful. Instead, attendees found inspirational and informational speakers, workshops, and panel discussions. We give you the meeting highlights beginning on page 52. I’m very proud of the talented, dedicated, and upstanding staff of *American Libraries*, who support you and your work every day. These professional journalists provided extensive daily coverage of the conference through The Scoop blog on [americanlibrariesmagazine.org](http://americanlibrariesmagazine.org), and contributed to our feature. Check out the full coverage online: You really don’t want to miss seeing filmmaker Ken Burns hamming it up with our January/February issue in hand. ■

**A game increased  
voluntary reading  
participation by 63%.**

# american libraries

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

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# How to Create Impact

At the intersection of three strategic directions

by Sari Feldman

**T**he American Library Association's strategic plan places firm emphasis on three priorities: advocacy, information policy, and professional and leadership development.

Although each priority has an individual implementation plan, it is at the intersection of our three strategic directions where we achieve the greatest impact.

The National Library Card Sign-Up Month is one example of how the three priorities of the ALA strategic plan come together. Library Card Sign-Up Month events and campaigns add value to individual libraries by creating enthusiasm for membership and affection for a local school, public, special, or academic library. On a collective level, it takes leadership and professional skills to ensure that libraries are transforming to meet critical needs as defined by the communities they serve. It also requires library leaders to develop the relationships with schools, faculty, funders, elected officials, and other stakeholders necessary to achieve a desired campaign outcome.

President Obama's recent ConnectED program goal of getting a library card into the hands of every student in the United States supports libraries' broader goal of a lifetime of library use. ConnectED's positive message about the library card presents an incredible advocacy opportunity for libraries of all kinds. In September 2015, ALA's Library Card Sign-Up Month messaging

resulted in bipartisan support for libraries by US Representatives from Ohio Jim Renacci (R) and Marcy Kaptur (D): "Every student deserves access to a quality education. Regardless of political party or ideology, we can agree that education is an important foundation for opportunity and future success ... we hope library cards are among the first items [students] grab in the morning when they leave for the day" (*The Hill*, Sept. 21, 2015).

At the same time Library Card Sign-Up Month communications were reaching key stakeholders, a major reauthorization bill overhauling education policy—the Every Student Succeeds Act (ESSA)—was working its way through Congress. In December 2015, after more than a decade of librarians and library workers actively advocating for school libraries at the policy level, ESSA was signed into law with the Innovative Approaches to Literacy program calling out school libraries as essential to education. This milestone demonstrates the role that leadership and advocacy play in transforming libraries, moving from policy issues to practice.

Another example of advocacy, information policy, and leadership coming together involves the crisis moment when readers turned in droves to the library for digital

content. We didn't have it, and we couldn't get it. Today almost all libraries offer digital content to their customers and nearly all publishers sell content to libraries.

ALA formed the Digital Content and

Libraries Working Group to begin the dialogue with publishers, aggregators, and the publishing community. It took collective advocacy to deliver the promise of access

to content that library patrons want and need. The entire process examined and analyzed information policy issues of privacy, confidentiality, first sale, digital access, and business models.

The Libraries Transform campaign aims to operate in that sweet spot where the three strategic directions align. We are at our most powerful as a profession when we are one ALA, rising to the challenge of delivering transformative library service and united in our communication with local, state, and national decision makers.

Transforming ourselves and our libraries is challenging work—but it is essential in an ever-transforming world. We must show patience, perseverance, and passion because, after all, our libraries are worth it. ■



**The Libraries Transform campaign aims for that sweet spot where the strategic directions align.**

SARI FELDMAN is executive director of Cuyahoga County (Ohio) Public Library. Email: [sfeldman@cuyahogalibrary.org](mailto:sfeldman@cuyahogalibrary.org)

# Every Student Succeeds

The power of grassroots advocacy in action

by Keith Michael Fields

For anyone who may have been skeptical of the power of combined grassroots action, the library provisions contained in the newly passed Every Student Succeeds Act (ESSA) should make you a believer. Not only does the legislation that ALA members aggressively advocated for and that President Obama signed into law on December 10, 2015, include language validating the importance of school libraries and school librarians, but it offers specific funding opportunities for school libraries that can now be pursued at state and local levels.

Examples of these changes include new provisions in the ESSA regarding local education agencies assisting schools in developing effective school library programs to provide students the opportunity to develop digital literacy skills and other ways to improve academic achievement. The bill also authorizes states and local educational agencies to use these federal funds to support instructional services, again provided by effective school library programs.

A new literacy program in ESSA helps improve student reading and writing by providing federal support to states to develop, revise, or update comprehensive literacy instruction plans. The new law specifically includes school librarians in the definition of specialized instructional support personnel.

The bill also authorizes the Innovative Approaches to Literacy (IAL)

program, which was previously funded through separate appropriations legislation, to provide dedicated funding to promote literacy programs in low-income communities. Significantly, IAL can be used to develop and enhance effective school

library programs, which could (and should) include providing professional development for school librarians, books, and up-to-date materials for high-need schools.

All these changes are positive and important, but they are only the beginning for us. The library community as a whole must now work with state education officials and local school superintendents to educate these state and local officials on how effective school library programs led by certified school librarians can improve their students' academic achievement and enhance the performance of schools that offer these programs.

The library community should understand the impact of school libraries and librarians and talk about what they can do for student achievement, providing first-hand illustrations of the impact libraries have in augmenting classroom instruction and student learning. School librarians need to tell their principals and local superintendents what they teach students



ESSA was our most high-profile "take action"

grassroots alert of the year, with more than 10,580 emails on the issue and 15,552 new advocates.

and how they can enhance the curriculum to ensure students succeed.

What can we learn from this hard-sought victory? That perseverance over the long haul pays off: ALA worked in a bipartisan manner with members of Congress to make

this happen. ESSA was our most high-profile "take action" grassroots alert of the year, with more than 10,580 emails registered on this issue and 15,552 new advocates registered in Engage, ALA's online grassroots network.

ESSA is a tremendous opportunity for the profession. It puts an effective school library program right in the middle of the learning environment. The foundation has been established.

Now comes the work of making the case to state and local education officials in each of our states. State chapters and affiliates will be central to this effort, and we will all need to help them. A lot of work is still ahead before all children have access to the school library services that they will need to succeed in a changing and competitive world.

The one thing we have shown? Working together, we can succeed. ■

KEITH MICHAEL FIELDS is executive director of the American Library Association, headquartered in Chicago.

# Comment Enabled

## Libraries as Portals

For me, the library was always so much more than books ("Seeing How Libraries Transform Across D.C.," The Scoop, AL Online, Oct. 30). It was one of the first places I was allowed to go to without a parent in tow, signaling my growing independence. My library card was my first form of ID, and taking books that I chose out of the library was a maturing experience. Having to care for books entrusted to me—returning them on time and in good

It's nice to belong to a profession where being outside of the norm is embraced by your fellow professionals.

condition—was an early lesson in responsibility. However, the most important life lesson learned at the library was

that there was more in the world than I could possibly see, hear, or experience in my neighborhood. Through the library, I could experience different worlds, both real and imagined. In the pages of a book there were no boundaries—except enough time to read. The present, the past, the future, money, language, and physical location were not restrictions. The library made everything accessible.

Libraries have changed since my first days at Queens Borough Public Library in New York. We have both evolved. Libraries are still portals into worlds we wish to experience, but now, in this age of information, there are many more ways to interface with them. I am now a reader and a writer. I hope my interests and ideas expand someone's world and skirt boundaries the way other authors I

discovered in the library did for me. The empowerment and the encouragement that I first experienced in the library as a child helped me see possibilities beyond my own experience.

The library will always be a hallowed place for me. There is no question that these institutions for the free exchange of ideas, information, and wonder are more relevant now than ever. Oh, how I love libraries!

Donna Drew Sawyer  
Bethesda, Maryland

## Square Pegs Welcome

I hold an MLS. I'm a school librarian. I coach wrestling. I was a football coach for many seasons. Stereotypes are not broken up by anomalies and outliers ("The Stereotype Stereotype," AL, Nov./Dec., p. 38). But it's nice to belong to a profession where being outside of the norm is embraced by your fellow professionals. Librarians welcome square pegs. And that is cool.

George Wilson  
Rockland, Michigan

## Stereotypes Reinforced

I think current stereotypes are as much influenced by some of the disconnected and outdated systems and processes used by libraries, as they are about how individual librarians look and behave ("The Stereotype Stereotype," AL, Nov./Dec., p. 38). Lots of rules, limited access models, and more contribute to this perception. Obviously there are benefits to some of the systems in place, but increasingly the public is used to the openness of the wild World Wide Web and finds the disconnection, silos,

and limitations frustrating, outdated, petty, and unhelpful. Librarians then are associated with this, regardless of their personal approach or views.

Kirrin Sampson  
Canberra, Australia

## Fee Library as Clubhouse

Although unstated in Joseph Janes's column ("The Fee Library," AL, Nov./Dec., p. 29), this may be a way for somewhat well-heeled patrons to avoid homeless people and other aspects of public libraries that they consider undesirable. Like a business class lounge for the patricians, perhaps?

John Juricek  
West Hollywood, California

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# ALA Responds to *Wall Street Journal* Piece

**A**LA President Sari Feldman and President-Elect Julie B. Todaro were among the librarians who wrote to the *Wall Street Journal* in response to a controversial January 10 online opinion piece ([on.wsj.com/1mP2gu3](http://on.wsj.com/1mP2gu3)) by Steve Barker, a librarian from the Washington, D.C., area.

Barker wrote about the diminished role of librarians in the age of Google, the closing of library schools, library jobs going to individuals without an MLIS, and a pessimism throughout the profession.

"The next time you visit a public library and see an older person at

the information desk, someone near retirement age, take a good look. You may be seeing the last of a dying breed, the professional librarian," he wrote. "The library user who used to rely on a librarian for help can now google his question and find more data in a few seconds than a librarian was able to locate in hours of research."

"Nothing could be further from the truth than the outdated stereotype of libraries and librarians that Steve Barker presents in his article," Feldman and Todaro wrote in a joint statement.

Feldman and Todaro wrote of the pride that librarians take in

playing an integral role in the educational, cultural, and information experiences of their patrons, and of advancements that place librarians at the forefront of new technologies.

"At a time of information overload and growing gaps between digital 'haves' and 'have-nots,' the roles for dynamic and engaged librarians are growing," they wrote. "Though their skills and the technologies they use may be changing, they have never been more valuable to people of all ages, socioeconomic, and educational backgrounds."

Read Feldman and Todaro's full response at [bit.ly/1PeTfGW](http://bit.ly/1PeTfGW).

## ALA Finds Publisher Partner for Readathon Day

**A**LA has partnered with Penguin Random House to support the second annual National Readathon Day, which will take place on May 21.

On National Readathon Day, readers can join together in their local library, school, bookstore, and on social media using the hashtag #Readathon2016 to read and raise funds in support of literacy.

"We are thrilled to partner with Penguin Random House on National Readathon Day 2016," said ALA President Sari Feldman. "Not only does Readathon Day present an opportunity to generate excitement among readers of all ages, but it also enables children and students everywhere to get involved in an effort that supports youth literacy. The transformational

power of reading is fundamental to the value that libraries provide to their communities each and every day."

This year, Readathon Day is presented as part of ALA's Libraries Transform campaign and will benefit ALA's Every Child Ready to Read initiative, a program that supports the early literacy development of children from birth to age 5.

Penguin Random House has announced its Library Awards for Innovation, where libraries will have the opportunity to apply for grant awards in support of creating the most innovative community-based programs, with Readathon Day as a jumping-off point for submissions.

Visit [readathonday.com](http://readathonday.com) for more information.

## Libraries to Host Native Peoples Exhibition

One hundred four libraries will host "Native Voices: Native Peoples' Concepts of Health and Illness," a traveling exhibition to US libraries, sponsored by the ALA Public Programs Office, on behalf of the US National Library of Medicine.

"Native Voices" explores the interconnectedness of wellness, illness, and cultural life for Native Americans, Alaska Natives, and Native Hawaiians. Through interviews, Native People will describe the impact of epidemics, federal legislation, the loss of land, and the inhibition of culture on the health of Native individuals and communities today.

The exhibition will tour the US from February 2016 through June 2020. Each selected library will receive the traveling exhibition for a six-week loan period, a

# ALA LEADERSHIP INSTITUTE: BECOME A FUTURE LIBRARY LEADER

The ALA Leadership Institute is designed to help the next generation of library leaders realize their full potential. Led by ALA Past President Maureen Sullivan and library and leadership consultant Kathryn Deiss, the four-day leadership development program, to be held August 8–12 at Eaglewood Resort and Spa in Itasca, Illinois, features a structured learning track with a curriculum that addresses leading in turbulent times, interpersonal competence, power and influence, the art of convening groups, and creating a culture of inclusion, innovation, and transformation.

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

In addition, applicants must:

- hold an MLS or equivalent degree
- have at least five years of post-MLS library work experience
- have a letter of support from his/her employer
- be an ALA member at time of application
- be able to attend the institute in Itasca, Illinois

The institute will be limited to 40 participants. Cost is \$1,600 per participant, which includes training, materials, lodging, all meals, and a free one-year membership to ALA's Library Leadership and Management Association. Support is provided by library technology and services company Innovative Interfaces, Inc.

Applications for the 2016 Leadership Institute will be accepted through April 15. Applicants may nominate themselves or be nominated by their employer. Applications will be accepted online only. For details visit [ala.org/transforminglibraries/ala-leadership-institute](http://ala.org/transforminglibraries/ala-leadership-institute).

\$250 programming grant, training through a required project webinar, online project support materials, and a publicity kit to help with local promotion.

A complete list of participating libraries can be found at [apply.ala.org/nativevoices/exhibit-sites](http://apply.ala.org/nativevoices/exhibit-sites).

## ALSC Institute Keynote Speakers Announced

Authors and illustrators Phil and Erin Stead, and Laura Dronzek and Kevin Henkes will speak at the Breakfast for Bill keynote celebration at the 2016 Association for Library Service to Children (ALSC) National Institute, September

15–17 in Charlotte, North Carolina.

The husband and wife pairs, who have two Caldecott Medals between them, will discuss their latest collaborations and give insights as to how the process of working creatively with a spouse differs from creating individually.

Breakfast for Bill honors the memory of William C. Morris, former vice president and director of library promotion at Harper-Collins Children's Books. Morris was a longtime ALSC member and recipient of the first ALSC Distinguished Service Award and an advocate for children's librarians and literature.

## CALENDAR

### ALA EVENTS

**Mar. 6–12:** Teen Tech Week, [teentechweek.ning.com](http://teentechweek.ning.com).

**Mar. 16:** Freedom of Information Day, [bit.ly/1F2lpZ](http://bit.ly/1F2lpZ).

**Apr. 5–9:** Public Library Association Conference, Denver.

**Apr. 23–30:** Money Smart Week, [bit.ly/1PDhQPz](http://bit.ly/1PDhQPz).

**Apr. 24–30:** Preservation Week, [bit.ly/23w4cZ1](http://bit.ly/23w4cZ1).

**Apr. 30:** El día de los niños/El día de los libros (Children's Day/Book Day), [dia.ala.org](http://dia.ala.org).

**May 1–7:** Choose Privacy Week, [bit.ly/1SMkcSX](http://bit.ly/1SMkcSX).

**May 2–3:** National Library Legislative Day, [bit.ly/1PVyYAP](http://bit.ly/1PVyYAP).

**June 23–28:** ALA Annual Conference and Exhibition, Orlando, Florida, [alaannual.org](http://alaannual.org).

**Sept.:** National Library Card Sign-Up Month, [ala.org/librarycardsignup](http://ala.org/librarycardsignup).

**Sept. 15–17:** Association for Library Service to Children Institute, [bit.ly/1RXelFg](http://bit.ly/1RXelFg).

**Sept. 25–Oct. 1:** Banned Books Week, [ala.org/bbooks](http://ala.org/bbooks).

**Sept. 28:** Banned Websites Awareness Day, [ala.org/aas/bwad](http://ala.org/aas/bwad).

**Sept. 28:** YALSA Young Adult Services Symposium, Pittsburgh, [bit.ly/1xOnfhU](http://bit.ly/1xOnfhU).

Other confirmed events include the opening and closing general sessions with writers David Shannon and Jacqueline Woodson, respectively. All events are included in the cost of registration.

For more information and registration details, visit [ala.org/alsc/institute](http://ala.org/alsc/institute).

## Libraries Transform at BookExpo America

Under the umbrella of the Libraries Transform campaign, Libraries Transform: ALA@BEA offers three extra programs on the BookExpo America Library Insight Track, on May 12, 9 a.m.–12 p.m. at McCormick Place West in Chicago. The sessions, focusing on what libraries do for and with people, are: “Embrace the Innovative Future of Readers’ Advisory” (with *Booklist* participation); “Nurture Local Writers at Your Library!”; and “Publisher Marketing Teams Helping You Help Readers.”

Librarians and others will find more sessions on these topics at the 2016 ALA Annual Conference and Exhibition in Orlando (see pages 11 and 41). Additional opportunities at BEA for publishers and librarians to connect include the usual booths in the exhibits (including ALA, *Booklist*, and United for Libraries), the Librarians’ Lounge, and the AAP Annual Librarians Book Buzz. Libraries get a discount on early-bird entry with promo code LTBEA.

Libraries Transform: ALA@BEA programming is sponsored by Libraries Transform, the ALA national public awareness campaign, and OverDrive.

## Notable Videos for Adults List Announced

The ALA Video Round Table Notable Videos for Adults Committee has compiled its 2016 list of Notable Videos for Adults, featuring 15

# AMERICAN LIBRARIES MARKS ALA’S 140TH ANNIVERSARY

**A**merican Libraries will be celebrating the 140th Anniversary of the American Library Association (ALA) all year with features that showcase the Association’s rich history, including:

- a Pinterest board chronicling a visual history of ALA ([bit.ly/1QqMmPT](http://bit.ly/1QqMmPT))
- special ALA history-themed Throwback Thursday (#tbt) posts on Facebook ([facebook.com/amlibraries](https://facebook.com/amlibraries)) and Twitter (@amlibraries)
- blog posts from Wayne A. Wiegand on ALA’s finest moments throughout history
- a look at ALA’s national newsmaking moments, online at [americanlibraries.org](http://americanlibraries.org) in June
- a timeline of important events in the Association’s history in the June issue of *American Libraries*



outstanding films released on video within the past two years and suitable for all libraries serving adults.

The list’s purpose is to call attention to recent video releases that make a significant contribution to the world of video. It is compiled for use by librarians and the general adult population. The Notable Videos for Adults Committee selected the titles from among 48 nominees for this year’s list of Notable Videos for Adults.

View the list at [bit.ly/1P93smr](http://bit.ly/1P93smr).

## ALSC Selects Notable Recordings and Books

ALSC has selected the 2016 lists of Notable Children’s Recordings and Notable Children’s Books.

The Notable Children’s Recordings list includes recordings for children 14 years of age and younger. The recordings are of especially commendable quality and demonstrate respect for young people’s intelligence and imagination, exhibit venturesome creativity, and reflect and encourage the interests of children and young adolescents in exemplary ways.

For an annotated list of the recordings, including recommended age levels, visit [bit.ly/1P08Apn](http://bit.ly/1P08Apn).

The 2016 list of Notable Children’s Books includes fiction, nonfiction, poetry, and picture books of special interest, quality, creativity, and value to children 14 years of age and younger. Selections include Caldecott Medal winner *Finding Winnie: The True Story of the World’s Most Famous Bear* and Newbery Medal winner *Last Stop on Market Street*.

For an annotated list and past Notable Children’s Books lists, visit [bit.ly/1UtgFGV](http://bit.ly/1UtgFGV).

## Financial Assistance Directory Available

The 2015–2016 edition of the *Financial Assistance for Library and Information Studies (FALIS) Directory* is now available for those who need financial assistance to attend library school.

This annual directory lists awards from state library agencies, national and state library associations, local libraries, academic institutions, and foundations that give some form of financial assistance for undergraduate and/or graduate education programs in library and information studies.

The updated directory is now available at [bit.ly/1OAA5I7](http://bit.ly/1OAA5I7). For information on scholarships

available through ALA, visit [ala.org/educationcareers/scholarships](http://ala.org/educationcareers/scholarships) or call the ALA Scholarship Clearinghouse at 800-545-2433, ext. 4279.

## Watch AASL National Conference Sessions

Eighty sessions recorded at the American Association of School Librarians' (AASL) 17th National Conference and Exhibition are now available on AASL's new professional development platform.

With the addition of the national conference sessions, AASL eCOLLAB Your eLearning Laboratory provides more than 300 on-demand learning opportunities. It contains webcasts, podcasts, resources from AASL professional development events, and an archive of AASL's print journal, *Knowledge Quest*, with the latest issue available for view before the issue mails.

At this time, only AASL national conference sessions are accessible on the enhanced platform ([aasl.digitellinc.com/aasl](http://aasl.digitellinc.com/aasl)). In the coming months, all content will be migrated to the new platform and a comprehensive search feature will be installed, allowing users to search by title, description, subject matter, and speaker. All other content is available at [ecollab.aasl.org](http://ecollab.aasl.org).

## EMIERT Multicultural Award Winner Named

Jaena Alabi, reference librarian at Auburn University, is the recipient of the 2016 ALA Ethnic and Multicultural Information Exchange Round Table (EMIERT) David Cohen/EMIERT Multicultural Award, which recognizes articles that include significant research related to the understanding and promotion of multiculturalism in libraries in North America.

Alabi's article, "Racial Microaggressions in the Academic Library

Environment: Results of a Survey of Minority and Non-Minority Librarians," provides important context for understanding racial microaggressions in the workplace and lays the groundwork for transformative conversations about

diversity and multiculturalism in the library profession.

The award will be presented during the EMIERT membership meeting at the 2016 ALA Annual Conference and Exhibition in Orlando. ■

# REGISTRATION OPEN FOR 2016 ALA ANNUAL CONFERENCE

The conversations, engagement, learning, and innovations that transform libraries start and continue at ALA meetings and conferences. The focus on the future of libraries is sharpened each year at these global events.

The ALA Annual Conference and Exhibition, to be held this year in Orlando, Florida, June 23–28, offers intensive collaboration and connections while meeting a wide range of professional development needs. Learning can take hold and be applied immediately at your library thanks to the hundreds of panels and forums delivered by peers, thought leaders, experts, and innovators from the library field and other disciplines.

Picking up from the 2016 Midwinter Meeting & Exhibits, the 2016 Annual Conference and Exhibition will feature programs and events that address transformation and change under the umbrella of ALA's new public awareness campaign, Libraries Transform—as well as opportunities to have fun with it.

ALA President Sari Feldman will welcome actress and immigration reform advocate Diane Guerrero to her President's Program. "Her personal story is a powerful reminder of the library's essential role in creating individual opportunity and community progress," says Feldman.

The Auditorium Speaker series includes talks by Margaret Atwood, best-selling author of *The Handmaid's Tale*, and teenager Maya Penn, whose TEDWomen talk has accumulated more than 1 million views. Division presidents' program speakers include Dave Cobb, vice president of creative development at the Thinkwell Group, and Michael R. Nelson, who works on internet-related global public policy issues for CloudFlare.

Since ALA was last in Orlando, the city has developed a new walkable convention center campus, added more restaurants to the adjacent Pointe Orlando shopping, dining, and entertainment complex, and increased taxi services to ease transportation throughout the city.

To register and book housing for the 2016 ALA Annual Conference and Exhibition, visit [alaannual.org](http://alaannual.org). Early-bird rates end March 16. For assistance making your case for attending, visit [bit.ly/1PlrRli](http://bit.ly/1PlrRli).

**STAY CONNECTED**

- [alaannual.org](http://alaannual.org)
- Twitter: #alaac16 or @alaannual
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- Pinterest: [pinterest.com/alaannual](http://pinterest.com/alaannual)
- Google+: [bit.ly/ALAGooglePlus](http://bit.ly/ALAGooglePlus)
- Tumblr: [americanlibraryassoc.tumblr.com](http://americanlibraryassoc.tumblr.com)
- Instagram: @americanlibraryassociation; #alaac16

# Christine Lind Hage

Director of Rochester Hills (Mich.) Public Library | [christinelindhage.org](http://christinelindhage.org)



## CANDIDATE FOR ALA PRESIDENT

When you ask children what they want to be when they grow up, you're likely to hear "fireman" or "superhero." But my dream from the beginning was to become a librarian. I've never worked anywhere but in a library. And throughout my 45-year career, I have held almost every position available in a library: page, circulation assistant, children's librarian, reference librarian, and director. Libraries are part of who I am.

America's libraries are continually challenged with underfunded budgets, emerging technologies, threats to patron privacy, and expanding responsibilities and demands on library professionals. It is imperative that the American Library Association (ALA) inspire, empower, and support librarians so the profession can continue to lead in our democratic society.

Our libraries are not obsolete. They are not just nice to have. They are essential. You know that and I know that, and together we will aggressively advocate this message to policymakers, stakeholders, funders, and the users who need us.

As ALA president, I will champion the cause of libraries. I want to see "ALA in the Lead," working for libraries nationally and internationally, developing and influencing information policy, creating partnerships to enhance resources for libraries, and developing leaders for the future.

My pledge is to work in an open, inclusive, and collaborative manner to advance the Association's strategic directions so it can lead the way in areas that impact all libraries, including:

### Advocacy

- integrate advocacy into the daily work of every librarian, trustee, and vendor partner
- develop strategies that advance the public's understanding of the value and impact libraries of all types have on the communities they serve

### Information policy

- build effective coalitions to address information policy issues
- advocate for copyright policy that promotes user rights and access to information, specifically the digital first-sale doctrine

- develop networks of experts and innovative thinkers to help address emerging issues libraries face

### Professional and leadership development

- focus on recruitment that increases diversity across the profession
- provide high-quality professional development opportunities for librarians, library workers, and trustees

During my 45 years as an ALA member, I have served as president of the Public Library Association and as president of United for Libraries. I have served on ALA Council for 12 years and have had leadership roles on numerous committees and task forces within ALA, its divisions, and offices.

I understand the value that librarians, library employees, trustees, and libraries contribute to society. Our profession and the resources we collect, manage, and make available to the communities we serve are essential in the Information Age. Libraries and library professionals are important gateways and guides to myriad resources. Our potential to help people—from the most humble to the most powerful—is limitless.

“It is imperative that ALA inspire, empower, and support librarians so the profession can continue to lead in our democratic society.”

As your president I will represent the Association in all forums. My extensive experience and leadership at the local, national, and international levels will allow me to effectively serve as the voice of the Association on a full spectrum of issues. ALA is fortunate to have an active and committed membership. As president, I would listen to, value, and work with the diverse expertise, vision, and energy of our membership to put "ALA in the Lead." I ask for your vote for president of the American Library Association. Thank you. ■

# Lisa Janicke Hinchliffe

Professor and coordinator for information literacy services and instruction  
at University of Illinois at Urbana-Champaign | [lisa4ala.org](http://lisa4ala.org)



## CANDIDATE FOR ALA PRESIDENT

**M**y theme—"Colleagues Connecting Communities"—reflects what we do in our libraries and represents the work of ALA. I am very proud of ALA and the work that we do together as colleagues. We have a strong Code of Ethics that guides our practice. We are an influential force in policymaking. We engage important conversations around privacy and intellectual freedom. We are leaders in using technology to advance access to information.

By joining together as a community of colleagues, we accomplish more than we can alone. We raise the visibility of the impact that libraries have in our communities. We challenge each other to innovate and transform our practices. We support each other. We are strong.

But we can be stronger. ALA is the oldest and largest library association in the world. ALA should also be the most engaged library association in the world. Unfortunately, we have many talented members and nonmembers who are not yet engaged in our collective work.

ALA must be a platform for participation and empowerment. My focus will be on creating an ethos of hospitality that welcomes all members and removes barriers to participation across the Association.

Many in ALA have worked to identify and eliminate practices of exclusion; however, an ethos of hospitality requires more. We must also create and support practices of inclusion. It is not enough to remove barriers; we must also build bridges. We must intentionally create space for diversity to strengthen ALA as an inclusive and collegial community of practice.

To begin, here are four specific actions to build the ethos of hospitality that you can expect from me:

■ I will charge my appointments committee to appoint at least one person who has not previously served on an ALA committee to each committee. I took this approach as ACRL president and welcomed many newer members of the profession into leadership positions and increased the diversity of committee membership.

■ I commit to using ALA president funds to support promising exemplars of digital inclusion and to share

those practices across the Association. ALA policy has been revised to allow the Association to conduct its work virtually; however, many of our practices reflect historic reliance on in-person meetings. These practices exclude members who are unable to travel to ALA conferences for financial, health, or work reasons. We can do better.

■ I will reengage the vision of previous ALA President Mitch Freedman for the ALA–Allied Professional Association (ALA–APA). Library workers need a strong organization to advocate for improved wages and benefits. As ALA–APA president, I will be a strong voice for library workers and seek to grow the influence of ALA–APA.

“ALA must be a platform for participation and empowerment. My focus will be on creating an ethos of hospitality that welcomes all members and removes barriers to participation across the Association.”

■ I believe that ALA must reexamine the long-term viability of holding two conferences each year and the effect of doing so on member engagement and on the ecosystem of division and state chapter conferences. As ALA president, I will bring to the Executive Board a proposal for a task force on the future of ALA conferences to systematically and inclusively consider this topic.

As your ALA president, I will be a passionate voice for libraries and library workers, for dismantling exclusion, and for pursuing an ethos of hospitality and inclusion. I welcome the opportunity to lead ALA and ALA–APA. We are a strong community of practice that can be made stronger. I ask for your vote. ■

# Jim Neal

University librarian emeritus at Columbia University | [jimneal.org](http://jimneal.org)



## CANDIDATE FOR ALA PRESIDENT

Librarians and other information professionals: We dare to be bold, courageous, and challenging!

The vitality and impact of our Association, our profession, and our libraries will require a powerful collective commitment to action and transformation. My vision for ALA projects that we are: *virtual*, engaged with our users and in our communities in ever more rigorous and effective ways; we are *virtuoso*, smart but always ready to learn; and we are *virtuous*, radically collaborative and always working in the public interest. This vision aligns well with ALA's three strategic initiatives: advocacy, information policy, and professional and leadership development. Now is the time for an outward view, not an inward emphasis.

“ Librarians uphold a remarkable heritage and a set of core values. ”

**We need to advocate.** ALA will help connect librarians to the priority social and economic issues of our time: climate change, economic inequality, health care, immigration, and gun control. ALA will continue to champion libraries and library professionals working with children and youth as the essential foundation of lifelong learning and student success. ALA will initiate and support legislation and policies that both expand access to information and counter censorship and surveillance.

**We need to educate.** ALA will build a network of peer sharing on fresh ideas and best practices across the field. ALA will position librarians as primary agents of learning and personal development in their communities. ALA will expand the availability of continuing professional education and certification for library workers.

**We need to activate.** ALA will sustain and grow the work of the Task Force on Equity, Diversity, and Inclusion so the Association and libraries are models of leadership and action. ALA will advance the work of the Center for the Future of Libraries as both a think tank and a laboratory for innovation. ALA will review and extend the working relationships among the Association, offices, divisions, round

tables, and chapters so we are focused on and invested in shared priorities. ALA will carefully evaluate the purpose, scheduling, and technologies supporting Annual Conferences, Midwinter Meetings, and governance groups.

Librarians uphold a remarkable heritage and a set of core values. We are systematically applying new knowledge to new resources to produce new goods, new services, and new markets. We are pushing the edge by defining an exciting future for libraries, engaged with our users in ways that advance their needs and expectations.

Here's how ALA can help us to be more effective library professionals: with a clear sense of mission (why did we join this profession?); self-vision (what do we want to accomplish?); a base of knowledge (what tools will enable us to be effective?); strategic positioning (what will be our career path?); commitment to continuous improvement (how will we grow and advance?); and a powerful professional voice (how will we serve the profession?).

ALA is facing three critical challenges: (1) to its traditional lines of business and revenue (membership, conferences, publishing); (2) in attracting the participation and involvement of the new library professional; (3) and in public understanding and support of the library in all of its settings.

I will bring to ALA a strong record of involvement in the work of the Association, its Executive Board, Council, committees, divisions, round tables, finances, and fundraising, as well as leadership roles in other national and international library organizations. I will bring a career devoted to mentoring the new and midcareer librarian, and to a more diverse and inclusive profession.

I will bring experience as a spokesperson for libraries in local, national, and global forums, testifying before congressional committees, state legislatures, and international groups on policy issues and on the impact of the library and the librarian. I take seriously my professional voice, in my teaching, conference presentations, writing, consulting, and service to the profession. I am eager to be your ALA president, and I need your vote! ■

# Susan Hildreth

Executive director of the Califa Group, Pacific Library Partnership, Peninsula Library System, and administrator of the NorthNet Library System in San Mateo, California | [hildrethforalatreasurer.org](http://hildrethforalatreasurer.org)



## CANDIDATE FOR ALA TREASURER

I am honored to stand for election as treasurer of the American Library Association. I ask for your support.

As your treasurer, I will be dedicated to ensuring the financial success of ALA at this critical time for our Association and our profession. We must increase revenue and effectively align our resources to support key priorities—advocacy, information policy, and professional and leadership development—so that libraries and librarians can be relevant and successful now and in the future. I will promote an inclusive environment where the diversity of our membership and communities is respected. To achieve these goals, I will engage actively with the Executive Board, Council, the Budget Analysis and Review Committee, the Finance and Audit Committee, the ALA Endowment Trustees, and with representatives from ALA's divisions, round tables, and units to ensure our financial resources are being leveraged and grown as effectively as possible to support ALA's strategic plan and the success of the organization.

“ We must develop a 21st-century business plan for ALA. The interests and methods of engagement of our current and potential members are changing as rapidly as the knowledge environments in which we live and work. ”

The 2015 audit showed our revenues are up by 5%, and expenses are slightly down, with a balance of \$533,000. A strong Annual Conference in San Francisco, a successful ACRL conference in Portland, Oregon, and prudent Association spending contributed to this positive position. I want to continue to see these favorable results in years to come.

We must develop a 21st-century business plan for ALA in light of the changing environment for professional associations both nationally and globally. The interests and methods of engagement of our current and potential

members are changing as rapidly as the knowledge environments in which we live and work. ALA must operate in a responsive and flexible manner, anticipating member engagement preferences and responding proactively.

We must balance support for existing services and programs with strategic opportunities for new business development to provide consistency and growth for the organization. We also must use our resources intentionally and efficiently to advance the organization. We must continually focus on streamlining operations and achieving nimbleness wherever possible, as well as reducing or eliminating investment in programs that may not be producing valuable outcomes.

I am committed to ensuring sound, transparent, and accountable fiscal practices. And I will provide accurate and understandable reports for ALA Executive Board, Council, and our membership. We must be able to demonstrate clearly how our funding allocations support our priorities.

I have recently completed my term as director of the Institute of Museum and Library Services (IMLS) and have national and global experience in championing the importance and relevance of libraries. IMLS made impactful investments in public, school, and academic libraries that aligned closely with Association priorities, including ALA initiatives Libraries Transforming Communities and the Center for the Future of Libraries, early literacy services, makerspaces, STEM learning, and the development of a national digital platform. I also serve as an Aspen Institute fellow, providing counsel and advancing the work of the institute's Dialogue on Public Libraries.

I have a broad and diverse background in the library field and an MBA as well as an MLS. I have served as president of the Public Library Association, as an ALA councilor at-large, and in other activities since 1973. I have managed organizations of all sizes at the local, state, and federal level. I am confident that I can provide the dynamic and collaborative leadership that is needed for ALA's success. ■

# Storytime for the Spectrum

Librarian Carrie Rogers-Whitehead noticed there were always a couple of kids running around and making noise during one of her storytimes. And when they started up, the rest of the 2- and 3-year-olds followed suit. She decided to ask their mom what she could do to make storytime a more positive experience for her kids, but she didn't expect the mother's response.

"She began crying and got very upset. She said, 'I'm so sorry. They have autism. We don't go to the library very much because I don't feel welcome,'" says Rogers-Whitehead.

And that was the beginning of the Salt Lake County (Utah) Library's sensory storytime—a special program for children on the autism spectrum. Rather than exclude families that didn't feel comfortable in a traditional library storytime, Rogers-Whitehead wanted to create a space for these kids and their parents.

"I realized there was a gap in our services, and there's a need here. We have parents who aren't going to the library because they're afraid they won't be welcome, so let's change that," she says.

Across the United States, the number of kids diagnosed with autism spectrum disorder is rising, from 1 in 80 kids in 2010 to 1 in 45 kids in 2015, according to the Centers for Disease Control and Prevention. In response, parents and librarians are working together through programming and awareness to help make the library a space where children on the autism spectrum are welcome.

As a parent of a child with autism, Shannon Andreson knows the isolation families can experience. Although her son loves books, she



Librarian Carrie Rogers-Whitehead (pictured) created Salt Lake County (Utah) Library's sensory storytimes with special activities to engage kids on the autism spectrum.

says they rarely visited a library when he was young.

"I read to him all the time, and I love libraries. But when he was little, I literally broke out in a cold sweat when I thought about taking him to a storytime because I didn't know how he would behave," says Andreson.

These days, Andreson is executive director of the Center for Engaging Autism in Minnetonka, Minnesota, and is partnering with area libraries to create experiences for kids on the autism spectrum. She has put together research on the autistic brain with cutting-edge practices for improving literacy in children on the spectrum and uses it to help train librarians to create programming for families and children.

"We've found that even in very small children you can start pin-pointing literacy tools that work at a very young age, and the impact is twofold," says Andreson. "One, you address their deficits in literacy, as children on the spectrum often struggle in language arts. But the

tools address deficits in the child's language development as well."

Understanding why a traditional storytime is hard for children on the autism spectrum—and what librarians can do to change that—starts with a basic understanding of what autism is, she says.

"Autism is a brain disorder. Their brains work differently. There are lots of reasons for this, but one main reason is that kids on the spectrum process information in a different part of the brain than a typical child does. So the information needs to be presented differently in order for kids to be engaged," Andreson says.

She says many librarians are already doing this—varying the ways they present a book or an idea through songs, finger plays, and movement. But a sensory storytime takes that idea a bit further, giving kids more ways to process information.

For example, Andreson says, most kids on the spectrum are very concrete thinkers, so when telling a story, it helps to have a tangible way

to understand it, rather than just the pages of a book. During a sensory storytime, a librarian might use figures on a table or shapes on a felt board to tell the story, rather than just turning pages and showing pictures.

In addition to processing information differently, most children on the autism spectrum struggle with some sort of sensory issue, says Andreson. Something as simple as fluorescent lighting can feel like a loud humming or a flashing light.

“Some kids develop a really great coping mechanism, like covering their ears to filter out the noise,” she says. “Their brain isn’t doing it for them, so they have to do it physically.”

These sensory issues can make it look as though children aren’t engaged, but actually, they’re trying their best to shut out other sensory input to focus on what’s going on.

“My son will turn his back to you,” says Andreson. “It doesn’t mean he isn’t listening. The kid listens and remembers more than I could ever hope to. But if he wants to hear what the person is saying, he turns his back so he can focus.”

## “Enjoying a program looks totally different for kids with autism.”

—Renee Grassi, youth department director at Glen Ellyn (Ill.) Public Library

Librarian Renee Grassi, youth department director at Glen Ellyn (Ill.) Public Library, has noticed these kinds of behaviors in the five years since she created a sensory storytime program at Deerfield (Ill.) Public Library.

“Enjoying a program looks totally different for kids with autism,” Grassi says. “They might not always be looking at the librarian or be repeating the refrain, but it doesn’t mean they’re not taking the information in. Maybe they’re walking around the room, but it doesn’t mean they’re not listening.”

Another common trait of children on the autism spectrum is their need to know what’s coming and to have a way to transition from one activity to the next. In a

typical storytime, a librarian may move from book to song to craft and expect children to follow along, but for children with autism, that can be more of a challenge.

To help kids make those shifts, Grassi created a large visual schedule with pictures of each task. She even created a small version for kids to hold in their hands, allowing them to physically move each activity to the back as it was completed. In addition, she tries to keep a consistent structure, with the same hello and good-bye song each week.

Equally important are flexibility and tailoring a program to the kids who attend.

“You will see some children with autism who are highly verbal and other kids who are completely nonverbal and have to rely on technology or supports to communicate,” says Grassi. “There’s a quote that says, ‘If you know one person with autism, you know one person with autism.’ It’s a spectrum disorder, so each person is different in what they need.”

—Megan Cottrell is a writer, blogger, and reporter in Michigan.

## TIPS FOR STARTING YOUR OWN SENSORY STORYTIME

**1 Reach out.** Find out what resources exist for children on the autism spectrum in your community. That might be a local organization, a parent support group, or even the special education teachers in your school district. Not only can they help you learn about and understand autism, but they can also help you get the word out about your programs.

**2 Read and research.** As more libraries create sensory storytimes, a lot of great ideas are

being generated. The Association for Library Service to Children has prerecorded webcasts and webinars about sensory storytimes as well as a toolkit to provide services to special populations. For ideas, Grassi recommends Barbara Klipper’s book *Programming for Children and Teens with Autism Spectrum Disorder* (ALA Editions, 2014), as well as Pinterest boards dedicated to sensory storytime.

**3 Ask families what they need.** You don’t have to do a storytime.

Some libraries have started opening an hour early on a Sunday to welcome families with kids on the autism spectrum or have created a drop-off program where volunteers help supervise kids while they engage with activities. Ask families in your community what they’d like to see.

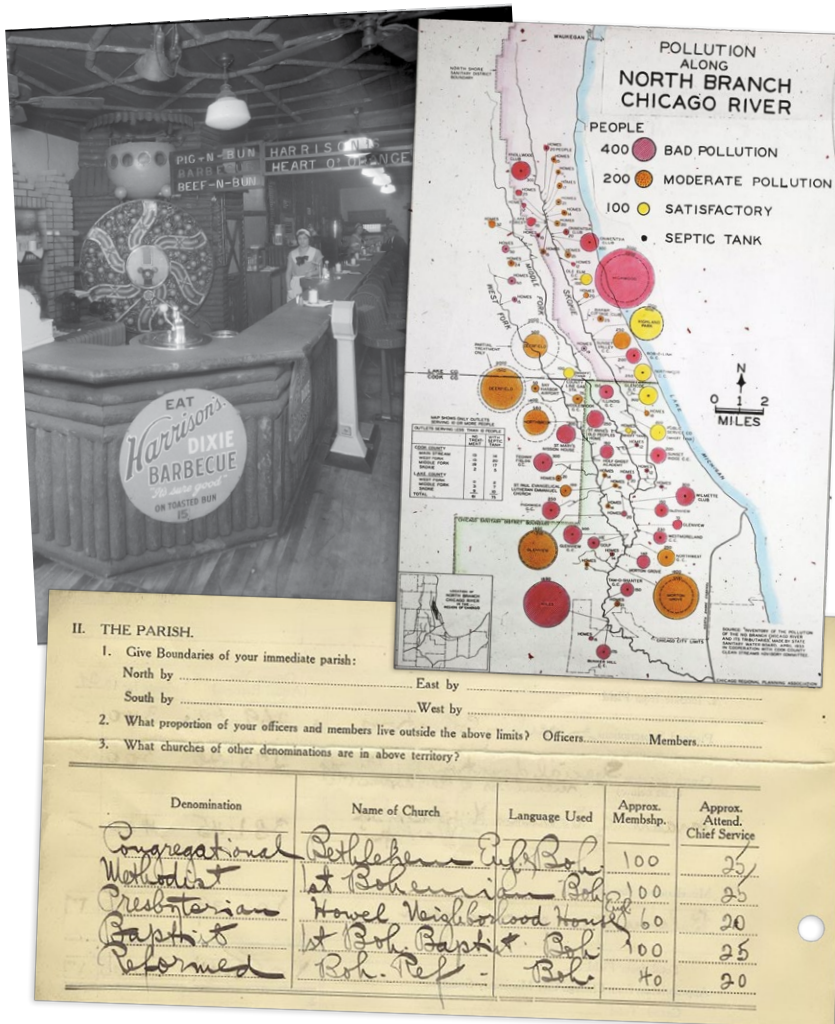
**4 Make mistakes.** Try new ideas and don’t be afraid if they don’t work. Just cut the activity short and move to another one. Talk to parents and get a sense of what might or might not work for kids in your group.

# Libraries Collaborate to Create History

Local histories are easily explored at most libraries. Government documents and records, newspaper photos and clippings, film and video footage, and assorted ephemera nestled in stacks and special collections can create vivid snapshots of a community's past. But even the most thorough collection may not be complete. Complementary and supplemental materials are often held at different locations, forcing patrons and researchers to trek across city and state, use interlibrary loan, or browse multiple websites to complete a historical picture. Libraries are combining forces to eliminate that extra effort, though.

Explore Chicago Collections is a consortium of 21 institutions located throughout the Chicago area that have pooled resources to offer a richer perspective of the city's history. "We have all of these incredible archives and libraries here in Chicago," says Scott Walter, university librarian at DePaul University and member of Explore Chicago Collections' executive committee. "And while we had a number of bilateral arrangements, we thought, 'What would happen if we all worked together?'" Such an opportunity presented itself in 2008 when 12 libraries collaborated on a yearlong cartography exhibition presented throughout Chicago. The success of that effort led to the formation of a limited liability corporation in 2012, exploratory and action grants from the Andrew W. Mellon Foundation to create a web portal, and nine additional libraries joining the fold.

Visitors to [explore.chicagocollections.org](http://explore.chicagocollections.org) can search and browse thousands of Chicago-specific materials from partici-



A Chicago restaurant photo from the 1930s, an undated map of pollution along the Chicago River, and a 1915 aid application, accessible via Explore Chicago Collections.

pating institutions, including more than 100,000 digitized photos and scanned documents, as well as film and audio clips. For materials not available digitally, indexes provide detailed descriptions and the locations of the physical items should viewers want to access them onsite. Participating organizations include Chicago Public Library, libraries at Northwestern University and University of Chicago, the Art Institute of Chicago and other museum libraries, and special libraries at organiza-

tions as diverse as Chicago Zoological Society's Brookfield (Ill.) Zoo, Alliance Française, and Theatre Historical Society of America.

The 2008 maps exhibit provided the impetus for Explore Chicago, but the Philadelphia Area Consortium of Special Collections Libraries (PACSL) was an inspiration, according to Explore Chicago Executive Director Jaclyn Grahl.

PACSL adopts a wider historical scope, but it was formed in the same manner as Explore Chicago:

Several libraries joined forces in 1985 to share resources and mount the 1988 exhibition “Legacies of Genius: A Celebration of Philadelphia Libraries.”

Thirty-one years later, PACSCL membership includes 35 special libraries in the Philadelphia area that contribute records to a searchable online database, says Laura Blanchard, PACSCL executive director. The records include more than 4 million rare books, 260,000 linear feet of manuscripts and archival materials, and 9 million photographs, maps, architectural drawings, and works of art on paper.

Digitization is a top priority for PACSCL, according to Blanchard. In January, it was the recipient of a \$499,086 grant from the Council on Library and Information Resources (CLIR), with support from the

**“Students are telling us that they had no interest in history until they got into special collections.”**

—Laura Blanchard, director of the Philadelphia Area Consortium of Special Collections Libraries

Andrew W. Mellon Foundation, to digitize European medieval manuscripts in its member libraries’ collections. The three-year project will be directed by investigators at Lehigh University, the University of Pennsylvania Libraries, and the Free Library of Philadelphia.

Explore Chicago Collections debuted in November 2015 and has already been gaining traction. The website has 14,000 unique daily users and receives 18,000 daily visits from all 50 states and more

than 80 countries. More important, teachers and students are using the site in the classroom and libraries, says Walter. “There is a lifelong learning aspect to this that reflects the interests of the users,” he says. He cites student projects conducted at Chicago Public Library, University of Illinois at Chicago, and DePaul University as examples of Explore Chicago’s early adoption as a research tool.

PACSCL enjoys similar success as a teaching tool, says Blanchard, and she’s proud of its impact.

“Students are telling us that they had no interest in history until they got into special collections,” she says. “The younger students are today’s special collection researchers and librarians. If we don’t get them in early, we don’t get them.”

—Phil Morehart

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# Engaging Students through Gamification

In 2015, teacher-librarian Tasha Squires of O'Neill Middle School in Downers Grove, Illinois, entered the Follett Challenge, an annual contest from Follett School Solutions that

## SPOTLIGHT

Your libraries,  
your stories

showcases schools with innovative methods for learning 21st-century skills. O'Neill Middle School won the grand prize—\$60,000—and has used the funding to enhance its reading and writing program. Here, Squires explains how it all came about.

Every day, educators look for ways to engage students and help them develop 21st-century skills necessary to function in our world.

At O'Neill Middle School, participation in our voluntary library reading program was 17%, and we wanted to increase that level. So we sought an innovative approach to motivate our students through collaboration, creativity, and communication. Because students had started using Google apps and other social tools, we wanted to increase and build on those skills. Gamification provided the platform to engage and excite students. Gamification takes a process or learning target and sets it in a gaming format. The idea of introducing a game, creating teams, and making it apply across different media had never been tried at our school.

We called our game *Conquest of the Realm*, or as the students dubbed it, *CotR*. Students were given challenges worth a set number of points via their student email accounts. Challenges required critical thinking, collaborating to solve puzzles, interacting with teachers outside their normal purview, and creating original work such as book trailers and creative writing pieces.

Each student was assigned a house (or team), and the house with the most points would win. Students quickly began identifying themselves by their house and worked collaboratively for the common good. Strategy cards could be earned to impact the game. Critical thinking determined when and against whom a card should be played. Because each house had about 120 students, they had to strategize both online and in person. Students formed partnerships



*Conquest of the Realm* game pieces: a billboard of Realm maps (above) and strategy cards (below).

beyond classrooms to complete their challenges and to help make vital decisions for the good of their house.

Allowing students to direct and select what they participated in was a new idea. No longer were they limited to a step-by-step, library-directed program. Students could pick and choose which challenges interested them and which ones would be beneficial to their team. Students had to initiate interaction with one another, teachers, and the whole staff. *CotR* stressed working collaboratively, compelled communication, required creation of original work, and necessitated critical thinking while packaged in a game format our students really loved.

Although students didn't have to participate, the majority of them did, mainly because of positive peer encouragement and a sense of excitement. In fact, our involvement rate jumped to an astounding 80%. The energy surrounding the game was palpable. Long after the four-week game culminated, students were discussing books and writing reviews. Perhaps most important, the relationships created between students and teachers extended beyond the game.

The challenge helped highlight our commitment to literacy and helping students enjoy reading and writing.

We look forward to seeing 2016's innovative programs.

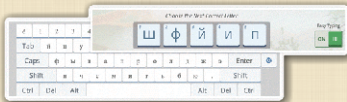
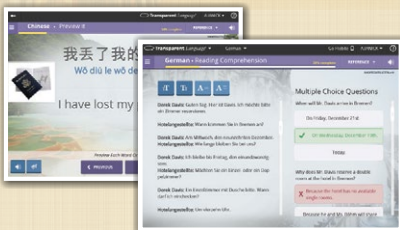
—Tasha Squires is teacher-librarian at O'Neill Middle School in Downers Grove, Illinois.



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## NEWSMAKER: NATHALIA HOLT

That's one small step for man," astronaut Neil Armstrong famously began. But have you considered the women behind that first lunar landing?

Nathalia Holt gives voice to the seldom-recognized female mathematicians and scientists who shaped NASA in its earliest years and beyond, in her new book, *Rise of the Rocket Girls: The Women Who Propelled Us from Missiles to the Moon to Mars* (Little, Brown & Company, April 2016).

American Libraries recently spoke with Holt, herself a microbiologist and former fellow at the Ragon Institute in Cambridge, Massachusetts, about the inspiration, science, and libraries behind her book.



### What motivated you to write *Rise of the Rocket Girls*?

**NATHALIA HOLT:** This book I came across in an unexpected way. I was having a baby and my husband and I were trying to figure out names. He came up with Eleanor, and we decided to pick Frances as a middle name. I googled it and came across Eleanor Francis Helin. She was an astronomer at NASA's Jet Propulsion Laboratory (JPL), and there was this photograph of her, bouffant hair, holding this award. Because of her, I started researching all the women who worked at JPL in the 1950s and 1960s.

From the earliest days of rocket research, women were involved. These women had long careers—one of them is still there today—and became the first computer engineers. It was a story that I just couldn't stop researching; these unsung heroes of NASA that made an incredible amount of discovery and exploration possible.

### Do you look for stories that give science a more human face?

It is something that I am passionate about. I think it's important to see the surprising ways that personal stories affect science. We think of science as this research that takes away the human factor, that looks at things through this objective lens, but that is very rarely the case. Usually discoveries and breakthrough research are very much affected by the people who are doing it and the personalities that they have.

**Your first book, *Cured*, draws from the biological sciences. As a biologist, was it a challenge covering math and physics in this book?** It was a fun challenge. Growing up, I loved hearing about these wonderful space explorations. To learn about it from a group of women who actually did it and how the math works, was fascinating. I talked to many other scientists, physicists, and computer

scientists who were able to help with the manuscript because I'm not personally an expert in it. I think I was able to present it in a way that makes it engaging and easy to understand.

### Have you spent a lot of time in libraries, in your career or researching this book?

I have spent a lot of time in libraries. I've never appreciated them as well as I have researching *Rocket Girls* because I had so many librarians and archivists that helped me find documents and gave me perspective that I was missing. It's amazing, the expertise that these people have and are willing to share with you. I certainly couldn't have written the book without them.

### Is there a particular library where you did research for this book?

I did quite a bit at the archives at JPL and the library at Caltech. They were very helpful. Then there's one here that's part of Harvard University [Schlesinger Library on the History of Women in America]. They have lots of historical women's documents, a number of diaries. They were really wonderful.

### Do you have plans to write more books, or are you waiting for another spontaneous inspiration?

There's something about book writing that's addictive. I can't believe that anyone lets me do this. I hope there are more science books in my future because I really love it. ■

Read the full interview with Nathalia Holt at [americanlibrariesmagazine.org](http://americanlibrariesmagazine.org) after March 1.

# GLOBAL REACH



## CANADA ①

James Mason, technical services librarian at the University of Toronto's Faculty of Music, has stumbled on a concerto by Norwegian concertmaster Johan Halvorsen, lost for more than a century. Kathleen Parlow is the only musician known to have performed the piece. It sat among her manuscript scores and ultimately came to Toronto, housed on an archival shelf "in a box that found its way to the back," according to Mason.—*Toronto Star*, Jan. 6.

## ARGENTINA ②

Noted Argentine writer and intellectual Alberto Manguel was appointed director of the National Library in Buenos Aires on December 18. As director, Manguel will encourage the use of the library as a source of knowledge for future generations, promoting the national heritage and expanding the digitization of all its materials.—*Buenos Aires Herald*, Dec. 19, 2015.

## UNITED KINGDOM ③

Renowned academic, bibliophile, and magician John Dee (1527–1609) amassed more than 3,000 books on world history, astrology, alchemy, and love. The Royal College of Physicians' extensive collection contains many that were personally annotated by Dee. Culminating years of work by Rare Books and Special Collections Librarian Katie Birkwood, an exhibition of 47 of Dee's books, on display through July 29, allows visitors to journey through Dee's curious annotations and sketches, as well as his mind.—*Culture24 (UK)*, Jan. 18.

## NETHERLANDS ④

The original text of Anne Frank's famous World War II diary may be copied for academic research, the Amsterdam district court ruled on December 29. The Basel-based Anne Frank Fund, which owns the copyright to Frank's work, had asked the court to ban the Amsterdam-based Anne Frank Foundation from copying the texts and publishing them for academic research. The court said that in this case at least, scientific freedom is more important than protecting copyright.—*Dutch News*, Dec. 29, 2015.

## NORWAY ⑤

One of the world's rarest atlases had unknowingly been hidden away in the National Library in Oslo for six decades before Reference Librarian Anders Kvernberg and his fellow map aficionados on Reddit uncovered the truth. When Kvernberg ran across an Ottoman atlas he didn't recognize, a Reddit thread helped him identify it as one of only 50 copies ever printed of the *Cedid Atlas Tercümesi*, published in 1803 in Istanbul and thought to be the first atlas published in the Muslim world.—*The Local*, Jan. 18.

## IRAQ ⑥

In 2003 during the invasion of Iraq, looters set fire to the library of the College of Fine Arts at the University of Baghdad. Seventy thousand books were destroyed. Thirteen years later, the collection has still not been replenished, and local art students struggle to find books from which to study. In *168:01*, an installation at the Art Gallery of Windsor, Ontario, on display through April 10, Iraqi-born artist Wafaa Bilal is enlisting the public to help rebuild the library, one book at a time.—*Hyperallergic*, Jan. 14.

## INDIA ⑦

The library at Mahatma Gandhi's home in Ahmedabad has been renovated and is now open to researchers. The collection houses a massive archive of digital materials and some 48,000 books, including some donated by Gandhi's associate Mahadev Desai and the papers of Gandhian scholar Lakshmi Chand Jain. The Kochrab Ashram has also opened a guest house where visitors can sleep, eat, walk, and pray where Gandhi lived.—*Times of India*, Jan. 18; *Toronto Star*, Dec. 31, 2015.

## NEW ZEALAND ⑧

Auckland-based start-up Booktrack is hoping to change the way people read ebooks by incorporating a synchronized soundtrack to accompany the on-page action. It's made up of music, ambient tones, and sound effects that dynamically adjust depending on where the reader is in the story. The developers call Booktrack "a disruptive force in the publishing and audio world."—*Reuters*, Jan. 4.

# The Fact Police

When patrons challenge the veracity of books

by Jeffrey Meyer

I don't know how to be tactful about this, but...."

When a patron enters your office and begins a sentence like that, you know it's going to be awkward. The heart jumps, the mind flips through possibilities. Did I inadvertently offend somebody? Have I been doing something wrong for years? Do I smell?

The patron whipped out a book. It was *Climate Change: The Facts*, edited by Alan Moran. "Why is this in the library?" she asked.

Phew, I don't smell.

The book, the patron claimed, is a catalog of climate change denial. The patron noted that the publisher, the Institute of Public Affairs, is a notorious right-wing think tank. None of the authors, she contended, are doing research in climate science, and she pointed out that the sources were inbred. "They cite themselves!" she exclaimed. It took about 13 seconds for her to use "crackpot" as an adjective to describe the work.

The patron asked, "Can't you draw the line somewhere?"

My answer probably wasn't going to satisfy her. "The book was actually requested," I said. "We try to get materials that are requested."

I didn't know if more explaining would help. "It boils down to freedom of speech," I said. "Technically, people could find things wrong with thousands of books in the library."

"So, if somebody wants a Flat Earth Society book, the library would get it?" she asked, disbelievingly.

This answer wasn't going to help either. "If somebody requested a Flat Earth Society book, it would be treated like any other request."

A few things are interesting about this case. The upset patron did not fit the oft-stereotyped book challenger who thinks *Harry Potter* is undermining America's moral fabric. The book itself did not fit into the "typically challenged" mold. It was not a children's fiction book. It was adult nonfiction.

This book challenger was a college-educated reader and her criticisms were probably accurate. The book is possibly a who's who of climate change deniers. It is likely riddled with half-truths and energy-industry propaganda. But a citizen of the community is entitled to read such material.

Here's the problem with removing such a book from the collection. Just like the library isn't the Morality Police, the library also isn't the Fact Police. We provide a variety of materials to the public. In a democratic society, individuals reserve the right to make the choice to read certain materials. A free populace does not need a nanny to dictate morality, nor does it need an academic committee to tell it what is true or not true. People are free to choose and free to think.



If we start removing materials because they are "factually inaccurate," we will embark on a purge of our treasured collections.

The Fact Police are as dangerous as the Morality Police. If we start removing materials because they are "factually inaccurate," we will embark on a twisted Soviet-style

purge of our treasured collections. The majority of weight loss and diet books would be out. Didn't lose the guaranteed 10 pounds in a week? Gone.

High-quality materials on serious subjects would be endangered. A work on the life of St. Francis of Assisi includes content that defies the laws of physics? Gone. How about a great history tome that contains a minor error? Is the whole book then worthless? There would be no end to the madness.

It is also important to remember that many established and thoroughly accepted ideas change, sometimes dramatically. The concept of plate tectonics was rejected by academia until recently. Astronomers in the first part of the 20th century ridiculed the big bang theory. Jules Verne's *From the Earth to the Moon* was science fiction until such a journey actually happened in 1969.

Unless, of course, you believe it was a NASA conspiracy. In which case, we have those books too. ■

JEFFREY MEYER is director of Mount Pleasant (Iowa) Public Library.

# What They Said

"Libraries are an essential bedrock of this democracy and ensure that we as a nation are who we say we are."

SENATOR CORY BOOKER (D-N.J.), speaking at the President's Program at the 2016 ALA Midwinter Meeting & Exhibits in Boston.

"Librarians and libraries change lives every day. They serve as equalizers of information, and I'm particularly grateful that that access of information includes older adults." JO ANN JENKINS, CEO of AARP, speaking at the 2016 ALA Midwinter Meeting & Exhibits in Boston.

"As use of the law to acquire patron records since the Patriot Act has increased, librarians have become some of the US's foremost experimenters in data security. Now they're doing something even the most security-conscious private firm[s] would never dream of (but have often been encouraged to do by security experts): purging sensitive information in order to protect their users." SAM THIELMAN, "You Are Not What You Read: Librarians Purge User Data to Protect Privacy," *The Guardian* (UK), January 13.

"For the past century-and-a-half American public libraries have been public places of performance where users displayed moral progress and achievement. They have also operated as a robust commons where members of the public discussed a variety of issues that concerned them. They have functioned as centripetal forces to craft a sense of community among disparate populations and evolve community trust between its multicultural elements. They have acted as key players in constructing group identity through the books and places they provided. And they have started neighborhood

conversations, welcomed the recently arrived into their midst, and served as community anchors.

"These are not 'reinventions' but historically overlooked traditions of American public library service every bit as central to their users' needs as the book." WAYNE WIEGAND, "The Secret Life of the Public Library," *History News Network*, December 24, 2015.

"The surge in kids' comics that's occurred over the past decade has had as much to do with the creators producing it as it has with the educators now eagerly advocating for it. It took a new generation of teachers—and, especially, school librarians—to dispel the ghost of [anti-comics crusader Fredric] Wertham and recognize comics' tremendous potential to engage young readers with a host of different kinds of stories and actually boost literacy." GLEN WELDON, "The War over Comics for Kids Is Nearly Over, and Kids Are Winning," *NPR Monkey See* blog, January 5.

"Heavens to Betsy came across as the most serious of their peers. You stood up, you listened, and you were quiet. They were like really loud librarians. And as the audience, you better shut the hell up because you're in the library of rock right now." CARRIE BROWNSTEIN, *Portlandia* star and writer, on seeing her future Sleater-Kinney bandmate Corin Tucker's first band perform an early riot grrrl show in 1992, in *Hunger Makes Me a Modern Girl* (Riverhead Press, 2015).

"I think of the internet as its own community, and if you want to compare it to a local library, they're going to catalog all the small things that happened. If you want to know what happened in

**"Writing is a collaboration. Libraries, too, are a collaboration. They're prisms that let us see the world through different angles as we become more complex."**

TERRY TEMPEST WILLIAMS, author, speaking at the 2016 ALA Midwinter Meeting & Exhibits in Boston.

a part of New York City in the 1700s, I know a library would have cool letters or maps or something like that. Something like *Star Wars Kid*, you had to download the video and had to be involved in some weird internet pocket to see it. But now a viral video gets posted six times and it becomes a Vine, it becomes a GIF set, and you kind of can't escape it. I think it's important to catalog these things because you know the history of the internet." AMANDA BRENNAN, content and community associate at Tumblr, known as the "meme librarian," in "Meme Librarian Is a Real Job—And It's the Best One on the Internet," *Washington Post*, December 21, 2015.

"The city talks about 'food deserts'—without this library, we would have a 'book desert' in our community. The kids who use the library's books, computers, and other resources often have no other options." BOBBIE BOLOCIUCH, president of Chicago's Greater Independence Park Neighborhood Association ("Fire Creates 'Book Desert'; Neighbors Say New Library Long Overdue," *DNAinfo Chicago*, November 4, 2015). ■

# Safe and Sound

Libraries offer empathy in an unpredictable world

by Joseph Janes

There's always something fun about visiting somebody else's class: It's a chance to meet and talk with students you might otherwise not, maybe make a presentation, kibbitz, ask hard questions, stir the pot a little, and then drift away, serene in the knowledge that any consequences of said pot-stirring and kibbitzing aren't your problem.

I had the opportunity to indulge a while ago. My former doctoral student Elisabeth Jones invited me to come and be part of a session she was doing with her first-quarter graduate students on the future of libraries. They had done some initial readings, and naturally had their own ideas, many of which brought them to us in the first place and some of which had already been tempered by their first few weeks with us.

At one point, students went around the room suggesting words they would want to describe future flourishing libraries: Many of the usual suspects emerged, as you can imagine (innovative, community-focused, technologically sophisticated, warm, inviting)—and then someone said “safe.”

Which caught my ear, and that was my cue to pontificate ... that libraries are only *mostly* safe; that dangerous notions lurk unexpectedly around every corner; that ideas must be challenged and questioned and, if they're any good, they'll survive and be the better for it. I also mentioned the words on one of my favorite T-shirts, which I bought

at a New York Library Association conference a century or so ago: “My library has something to offend everyone.” *Ahh.*

This is why, irritating as they are, censorship requests are encouraging.

They demonstrate that a library is on the right track, providing opportunities to poke the comfortable, the familiar, the majority.

“Comfortable” can often be just fine, so long as it stays this side of “monolithic” or “single-minded” or “exclusionary” or worse. Setting out a broader menu and providing a smorgasbord for those who want a more varied information diet are all part of the deal.

Here, though, is the rest of the story. She actually meant “safe” in the physical, not intellectual, sense; that libraries would be a place to be safe. I had largely forgotten all about this until a couple of weeks later, when I heard a ton of sirens on a Sunday afternoon in my typically placid neighborhood, followed by what could only be a couple of dozen gunshots in rapid succession.

That all turned out to be the end of a chase that took up much of the city of Seattle for a couple of hours, including three carjackings,

numerous accidents, and a guy shooting at police as they pursued him. When things had quieted down, and Twitter seemed to indicate it was all over, I ventured out to see what I could see, only to discover

that the, sadly, fatal denouement had happened just outside our public library branch.

From what I could tell, the staff responded admirably, moving people away from the corner until all was clear. And even though surrounding streets were blocked for many hours

and at least a dozen police vehicles with furiously flashing lights were right outside the windows, the library stayed open. The scheduled program was even going on! It could have been so much worse, and mercifully it wasn't. Librarians rock. Which you already knew.

The world can be dark and cold and scary at times, and while we can't guarantee safety, intellectual or otherwise, we can offer empathy, diversion, understanding, a place of gathering and welcome and solace, and once in a while, shelter from the storm ... but that's another story. ■



The world can be dark and scary at times, and while we can't guarantee safety—intellectual or otherwise—we can offer a place of gathering and welcome and solace, and once in a while, shelter from the storm.

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

# A Learning Organization

Supporting professional development in libraries

by Meredith Farkas

**L**ibraries are commonly seen as places that encourage learning and personal growth for patrons, yet sometimes the learning and growth of the library's own staff may be overlooked. In this era of lean budgets, a library's professional budget would understandably see cuts. However, that doesn't mean the library should give up on supporting professional development for its employees.



**Professional development doesn't have to cost a fortune, but it does require time.**

There is no one working in a library who wouldn't benefit from continuous learning. At some institutions, only those in professional positions are granted time and money for professional development. This not only creates an uncomfortable divide between colleagues, it also suggests that only professionals really need to learn on the job.

This couldn't be further from the truth. Professional development builds skills, brings great ideas into the library, and makes all staff members feel more connected to the job. Libraries that want to see deep engagement and commitment from all library staff should find ways to support their professional development.

Even institutions that can't afford to provide everyone with funding can find ways to support professional development by providing library staffers with dedicated time to learn and reflect. This can benefit the

library greatly by bringing in fresh ideas. It is so easy to get bogged down in one's daily work and lose that critical eye toward improvement when you don't have the time to take a step back from it all.

For librarians, having limited or no professional development funding forces you to focus on the areas in which you really want to develop. Once you know what your goals are, you may be able to find affordable or even free learning experiences. A web search for "free library webinars" brought up a wealth of options from library publications, library-related nonprofits, and the open archives of various ALA divisions and state library associations. One such organization, WebJunction (an OCLC site), lists free online training events each month, from various providers, that are relevant to libraries ([bit.ly/freelibprodev](http://bit.ly/freelibprodev)).

Looking outside the profession, there are tools to develop skills in technology, leadership and management, and much more. Want to learn to code? There are dozens of sites, such as CodeAcademy.com and Code.org, that will help you develop the skills and mindset for computer programming. Massive open online courses (MOOCs) have come under criticism for not being solid replacements for regular college classes, but they can be fantastic for motivated people wanting

to learn a new skill. Looking at the free offerings from MOOC providers like Coursera, Udacity, and edX, I see at least a dozen classes that are relevant to my work.

In addition, libraries can build structures that encourage sharing knowledge across the organization. Each member of your library's staff likely has knowledge of something relevant to others, whether it is how to use a specific database, create pivot tables in Excel, or teach with iPads. At my library, we've developed a quarterly "Library Community Learning Day" during which members of the staff present sessions or facilitate discussions on topics relevant to our professional development. Not only do we learn a lot from one another, but we also help build a more cohesive organizational culture by learning together.

Professional development doesn't have to cost a fortune, but it does require time. And library administrators must consciously choose to make this investment. It benefits individuals and connects them more to the profession, and all that learning comes back to enrich the organization. A learning organization is always improving, and that can't happen without an intentional investment in professional development. ■

**MEREDITH FARKAS** is a faculty librarian at Portland (Oreg.) Community College and a lecturer at San José State University School of Library and Information Science. She blogs at [InformationWantsToBeFree.com](http://InformationWantsToBeFree.com). Email: [librarysuccess@gmail.com](mailto:librarysuccess@gmail.com).

# LIBRARIES TRANSFORM

*Why ALA's new public awareness campaign  
is essential for your library*

By Nancy Dowd and Hallie Rich



ALA President Sari Feldman stopped by the photo booth in the ALA Lounge to show her support of the Libraries Transform campaign.

## #LibrariesTransform

The library story is one many Americans believe they can tell; but when their version sounds more like an old episode of *Leave It to Beaver* than the latest binge-worthy Netflix show, the library profession must reclaim its identity to better reflect the reality of today's libraries.

The notion of telling and retelling the library story is at the heart of Libraries Transform, the American Library Association's (ALA) new public awareness campaign. Libraries Transform is meant to give voice to the library profession, providing one clear, energizing message that showcases the transformative nature of libraries, elevating the critical role that libraries of all kinds play in the digital age.

The campaign was designed around three key questions:

- 1 How do we shift perceptions of the library from “obsolete” or “nice to have” to essential?
- 2 How do we energize library professionals?
- 3 How do we build external advocates to influence local, state, and national decision makers?

The campaign messaging that emerged focuses on transformation—not just libraries transforming themselves to address the changing needs of their patrons, but libraries transforming lives through the learning, curiosity, collaboration, and discovery they inspire. The key message is that libraries today are less about what they have for people and more about what they do for and with people.

In October 2015, the Libraries Transform campaign launched in Washington, D.C. Street teams engaged individuals in high-traffic locations throughout the city, inviting them to share their knowledge and perceptions of libraries and treating them to a free coffee for their time. The unexpected nature of the delivery reflected the element of surprise that permeates the campaign messaging—“Because” statements that speak to major library issues like broadband access, information literacy, research, and early learning. Libraries across the nation joined in the launch by hanging banners and posters in highly visible areas and sharing photos via social media.

The results? Seven hundred individuals spent three-to-four minutes each taking a library quiz and challenging their assumptions about contemporary libraries. Between

social media engagement and banner visibility, the campaign has reached nearly 1 million individuals. This significant reach enables the diffusion of the Libraries Transform message, to gain mindshare and shift sentiment for libraries from something nostalgic to a broader appreciation for the value that libraries provide.

Taking a step back from the specifics of the Libraries Transform campaign, we need to understand why public awareness campaigns are important and what kind of impact we can expect when such campaigns are successful.

Do public awareness campaigns really work? They can. Breast cancer awareness has turned our sports arenas pink; men called “Mo Bros” grow mustaches as part of the annual “Movember” men’s health campaign; and the “It Gets Better” movement has leveraged social media to bring people from all walks of life together to stand up against hate and intolerance. But for every successful campaign there are hundreds that never get off the ground.

Successful campaigns start with positive messages that resonate with key audiences and encourage them to be part of the cause. In many ways, public awareness is a numbers game: We need many different people and groups sharing stories that support the overall campaign messaging through a variety of channels. There will be those who chat about the library at parties; those who tweet; those who write letters to the editor—all are necessary and valuable in a public awareness campaign.

To be clear, Libraries Transform is designed to reframe the conversation about libraries so we can influence key policymakers, thought leaders, funders, and decision makers to increase support for libraries of all kinds.

The good news is that according to a recent Pew Research Center report “Libraries at the Crossroads,” “Large majorities of Americans see libraries as part of the educational ecosystem and as resources for promoting digital and information literacy” ([pewrsr.ch/1Qn9alq](http://pewrsr.ch/1Qn9alq)). The report also cites some decline in the number of people visiting a library in recent years. While it is too

Libraries today  
are less about what  
they have for people and  
more about what they do  
for and with people.



ALA Membership Specialist Tina Coleman chats with attendees in the ALA Lounge at the Midwinter Meeting.

early to call this a trend, it signals a pivotal moment for libraries: Now is the time to own our identity and demonstrate the transformative power of libraries of all kinds. Every time a community faces budget hardships and a library is pitted against other essential services, those with the strongest advocates win. Every time a new technology emerges that seems to offer an easier way to do something considered a traditional library service, people question whether libraries are still valuable. In those moments, unless someone speaks up for the library, those misperceptions remain unchallenged.

Libraries Transform is about creating a movement that will reinforce perceptions of the library as an essential resource for individual opportunity and community progress. In order to be truly effective, libraries need to support the campaign at the local level. ALA can develop all the tools and resources in the world, but unless member libraries integrate the messaging into their marketing and communications plans, we cannot truly reach a critical mass.

How can libraries support the campaign? Help communicate a consistent Libraries Transform message. Ensure that your library's strategic plan describes how the library is transforming its unique community. Educate Friends groups and encourage them to share stories of library transformations with the broader community. Help library staff see how their individual work is transformative—and harness their energy and enthusiasm to creatively express the Libraries Transform message.

With the adoption of a new strategic plan in June 2015, ALA is sharpening its focus on advocacy, information policy, and professional and leadership development. Libraries Transform touches all aspects of the strategic plan. It offers opportunities for library leaders to get involved in a national campaign; it provides the key messages that underpin local, state, and national advocacy efforts; and it supports the Association's information policy agenda by positioning libraries and librarians as information experts.

To measure the success of Libraries Transform, we go back to our guiding questions: Have we energized librarians and library workers to own and disseminate the Libraries Transform message? Have we shifted perceptions of the value of libraries such that we see an increase in funding support? And have we built an army of advocates who are so passionate about their library that they will stand up in PTA meetings and community forums; among their friends, colleagues, and neighbors; at budget reviews and in the voting booth, in support of libraries?

When we can respond in the affirmative, we will celebrate the ways in which libraries transform. ■



**NANCY DOWD** is product manager LibraryAware at NoveList, EBSCO Publishing. **HALLIE RICH** is communications and external relations director at Cuyahoga County (Ohio) Public Library.

# Libraries Transform in a COMMUNITY COLLEGE

By Julie B. Todaro

**T**he beauty of the Libraries Transform campaign is that it allows library professionals to focus on how their libraries are transforming and changing but also allows them to illustrate how services and resources have always provided transformative opportunities to their constituents. Although this is true in all types and sizes of libraries, it is especially true for community college libraries today. In fact, as higher education changes, as administrators redesign the educational process, as faculty refocus pedagogy, as educational vendors repurpose content, and as students and community users change how and when they learn, the community college library finds itself identifying and marketing what it already has to meet needs as well as what it redesigned or purchased new. And while the list of new resources and opportunities to support constituents grows exponentially, a few examples of both what we have and what's new to market with Libraries Transform include:

- restructured online content to illustrate support for new processes, for first-time-in-college students and guided pathway online subject guides for redesigned curricula, majors, and concentrations
- data to illustrate how the resources and services play a role in student engagement and success
- integrating information literacy into classroom content that supports required and preferred discipline-specific competency attainment (state, national, and discipline-specific standards and guidelines, etc.)
- online and print resources to support changing research assignments
- online, interactive learning (tutorials, assignments) that provides 24/7 educational experiences outside the more traditional classroom setting to provide learning opportunities and contribute to effective use of physical spaces and maximizing income from classroom scheduling
- seamless support for students completing online-only degrees and certificates for accrediting bodies
- expanded focus on resources and services to support STEAM exploration and learning
- expanded user input for selection as well as user selection of materials, such as review panels for vetting resources and patron-driven acquisition

And although it's difficult to transform to meet the needs of 45,000 students—the lead time on new, trending,

and cutting edge grows shorter every day—my institution is transforming through:

- Gathering and using student engagement data. Austin Community College (ACC) has data-gathering software with ACC discipline-specific outcomes matched to librarian/patron interactions to illustrate how reference desk interactions support curriculum and competency attainment.
- Creating a supporting document on how library resources and services will be supporting the college's guided pathway initiative to include redesigned online pathfinders and information literacy to focus on new educational paths for students.
- Expanding integrated online and in-person information literacy (award-winning tutorials) into required coursework for entering first-year students.
- Identifying STEAM resources and activities marketed to all students. ACC has a Friday afternoon makerspace pop-up BatLab—branded to match the school mascot—at the newest ACC library, smaller makerspace kits for checkout at every ACC library, and online pathfinders on makerspaces.
- Aggressive marketing using the ALA poster campaigns and branding our own “know how” advertising specialty. ACC creates posters and advertising with area high school principals photographed with their school librarians whose students are our early college start population. Libraries Transform—beginning with relevant “Because” statements—is being integrated into the library campaign.

The challenge for many libraries continues to be funding and staffing levels; however, the first steps in illustrating how libraries transform include marketing how the library has always had resources and services to support, provide opportunities, and transform constituent experiences; the need to benchmark other successful transforming opportunities; and integrating the new national campaign into local, area, and state-wide library marketing. ■



**JULIE B. TODARO** is dean of library services at Austin Community College and ALA president-elect (2015–2016).

Services and  
resources have always  
provided transformative  
opportunities.

# SCHOOL LIBRARIES Transform

By Joyce Kasman Valenza

**H**aving a transformative school library is an issue of equity.

According to its mission, the American Association of School Librarians empowers leaders to transform teaching and learning. The words “leaders” and “transform” are key. As a faculty member in a preservice program, and as a school librarian for more than 25 years, I know that’s exactly what I want my students to do when they land in libraries.

Research confirms: When credentialed school librarians lead teaching and learning in our schools’ largest classrooms, student achievement and reading scores increase.

Perhaps what the research does not show is what it looks like and what it feels like. School libraries are not merely places to get stuff. School libraries are more kitchen than grocery store. They are more transformational than transactional. Critical weeding and new design models make space for user-centered, “genrefied” collections and for messy, informal, self-directed learning. On any given day in a school library, you can hear the productive noise of collaborative invention—brainstorming, design, debate, production, storytelling, and presentation.

We teach kids to be solid digital leaders. We teach them to be kind bloggers, tweeters, and networkers, to understand, build, and take pride in their contributions and their digital footprints. Because of school librarians, when kids build media, when they remix, they know how to respect the intellectual property of others, leverage the Creative Commons movement, and flex their fair use muscles and understand its limits.

We work with classroom teachers to build creative inquiry projects and assessments. We help learners develop meaningful questions. We encourage them to critically evaluate, to triangulate authority in all formats. Our kids can mediate truth and recognize a source when it is unglued from its container. They make thoughtful, nuanced decisions about the credibility of an infographic or tweet or the authenticity of an image. Their inquiries lead to knowledge building, problem solving, meaning making, agency, and voice.

We aspire to be in their pockets and on their phones. The librarians I know were blended, flipped, and embedded before it was a thing. Our websites, guides, apps, and social media curation efforts create ubiquitous road maps. They model how teachers and students might organize their own information worlds and construct and leverage their networks.

What’s happening in our third spaces—our participatory spaces—is powerful. In times and places of narrowed and narrowly assessed learning, school libraries are spaces where creativity is nurtured and allowed to flourish. The library is a place where it is safe to be different, where we can have conversations about social justice.

We recognize that we can connect our classrooms and libraries globally, that inquiry and collaboration are no longer bound by geography. School librarians connect people. We recognize learning is social, and

connected is the way people learn, work,

and play. My own students loved that our Somewhat Virtual Book Club involved partner clubs from around the country and that we hosted guest experts, authors, classrooms, and other libraries from around the world via Hangouts or Skype.

Flip through any of our professional journals. Read the blogs and you’ll see practitioners sharing their experiences with fostering self-directed, informal

learning through makerspaces, genius hours, problem solving through gaming. We get to know the whole child and the full range of learners. We see them before and after school, at lunch, at recess. We support differences. We know that the young woman who comes in with the history project also loves jazz, devours steam-punk, and has two moms.

The transformational aspect of our jobs is transparent. Sharing their successes and reflecting on their efforts in a vibrant online community of practice, school library practitioners who blog, tweet, pin, and curate move the transformation of libraries forward.

School libraries transform learning. School librarians lead teaching and learning. Or they don’t.

Some children have access to the robust library programs I describe here. Others have never seen a school library or have seen their libraries closed.

Having a transformative school library is an issue of equity. All children deserve access to the tools they need to learn, create, and share. Access to these tools is an intellectual freedom issue. ■

All children  
deserve access to the  
tools they need to learn,  
create, and share.



JOYCE KASMAN VALENZA is assistant professor of teaching at Rutgers University's School of Communication and Information.

# MOVING FORWARD with Libraries Transform: Because It's Time

By Marci Merola



Midwinter attendees showed support of ALA's new campaign with colorful ribbons.

Quite a buzz was generated at the 2016 ALA Midwinter Meeting by Libraries Transform, ALA's new multi-year public awareness and advocacy campaign. "Because" statements and a new video were widely displayed throughout the convention center, and attendees were quick to find messaging that resonated and to decide to use the campaign in their libraries.

While bold banners and thought-provoking statements might be enough to capture the community's attention, the question that library professionals have been asking is what it means to be a "Libraries Transform library." What does the campaign look like inside the library doors?

We've been responding to that question with a question of our own: What does transformation look like in your library? While there's a tendency to connect Libraries Transform to high-tech services, it can be as simple—and as powerful—as offering job help or teaching a child or adult to read. Libraries transform lives. And although no one knows this more than the people who serve in libraries, we also know that the challenge for the profession as a whole is how to talk about it outside of the library community. How do we capture the transformation that occurs in libraries and convey our message to stakeholders?

The good news is that work has already begun. Libraries Transform builds on a legacy of advocacy initiatives, all of which stress the power of connecting a strong message, a personal story, and statistics.

To that end, ALA is seeking stories of library transformation to showcase and share. An expanded (and growing) toolkit offers messaging, programming ideas, social media tools, downloadable art, a link to products available through the ALA Store, and more, all in order

to make it easy for library professionals to get involved, and to connect the campaign to existing initiatives such as National Library Week (April 10–16).

"Transforming libraries starts with transforming ourselves," wrote 2006–2007 ALA President Leslie Burger. Her Libraries Transforming Communities initiative provides a sound basis for what it means to be a part of this profession in changing times. Although a decade old, the "ideas and inspiration on what it means to have a transformed library" are still fresh. The complete document is also available online.

Libraries Transform undoubtedly gained momentum at the Midwinter Meeting.

On Tuesday of the meeting, ALA Council unanimously voted for a resolution to support the Advocacy Implementation Plan of the new ALA strategic directions, including a public awareness and advocacy campaign as a prime strategy, and urged "cross-division and organizational collaboration to galvanize the membership and advance the Advocacy Implementation Plan and Libraries Transform through the power of collective impact."

But there's much more to do if we are to reach the campaign's ultimate goal of increased funding for libraries. Libraries Transform is building on past successes and looking to ALA members for new successes, best practices, and examples of how the campaign is working. To get involved, visit [librarystransform.org](http://librarystransform.org). ■

What does transformation look like in your library?



MARCI MEROLA is director of ALA's Office for Library Advocacy.

emerging

# LEADERS

CLASS OF 2016

They're the new faces greeting you at the reference desk, recommending books in the stacks, and experimenting with fresh ideas behind the scenes. These are the library world's rising stars, the generation that will move, shape, and influence the present and future of the Association and the library profession. These are the American Library Association's Emerging Leaders of 2016.

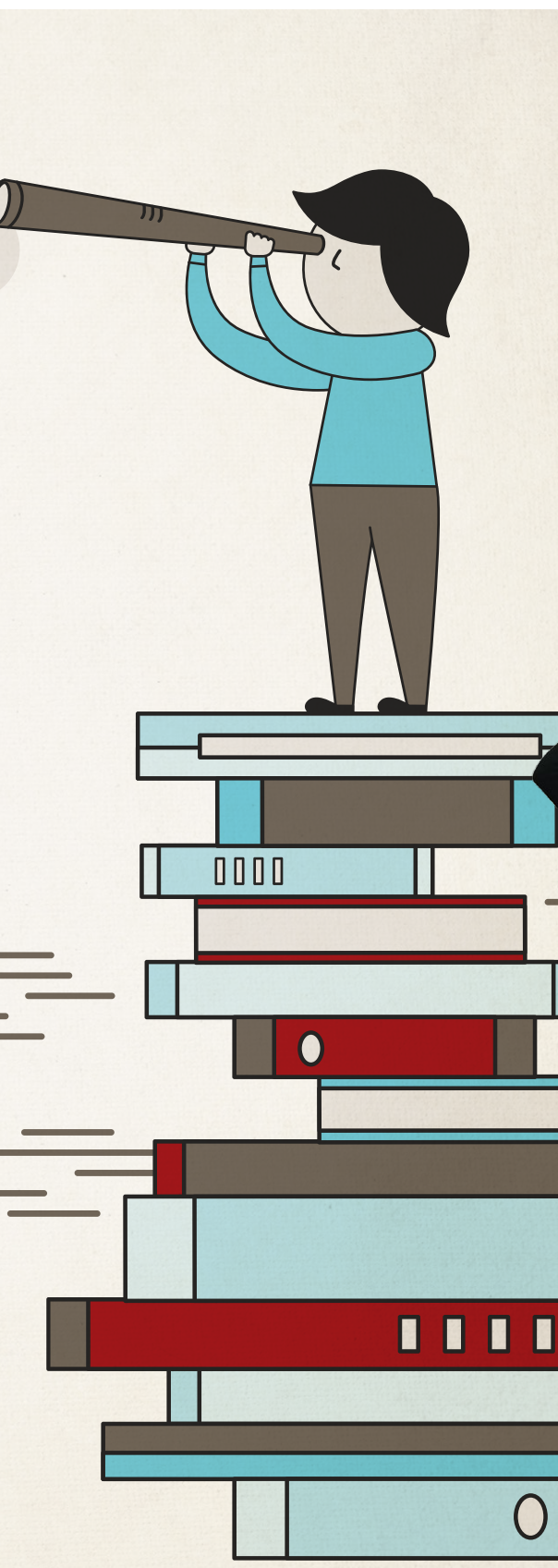
Initiated in 1997 as a one-year program under former ALA President Mary R. Somerville and revived in 2006 under former ALA President Leslie Burger, Emerging Leaders recognizes the best and brightest new leaders in our industry. It's open to librarians under 35 years of age or those new to the library profession of any age with fewer than five years of experience working at a professional or paraprofessional level.

The program allows participants to get on the fast track to ALA and professional leader-

ship, participate in project-planning groups, network, gain an inside look into ALA structure, and serve the profession in a leadership capacity early in their careers.

At the 2016 Midwinter Meeting & Exhibits in Boston, the 50 new Emerging Leaders were divided into groups to complete a project for an ALA unit. The results will be unveiled at the 2016 ALA Annual Conference in Orlando, Florida. We joined them in Boston and asked their thoughts on the future of the library profession. ■

Illustration: Shutterstock/totallyPic.com; Photos: Michael Buxbaum



#### SPONSOR

American Association  
of School Librarians

#### PROJECT

Resource Guide for Underserved  
Student Populations

#### TEAM A

From left: Meg Finney, Stefanie  
Metko, Raemona Little Taylor, Peggy  
Griesinger, Nicole Thomas



"I see the profession becoming more and more hybrid as we move into the future. At my library we think of ourselves as instructional designers and digital content producers in addition to librarians. We are experimenting and pushing limits, and everyone is encouraged to think like an entrepreneur or a start-up employee. This flexibility is crucial to creating a space where innovation can happen and where people can gather to explore and create." —**STEFANIE METKO**



#### SPONSOR

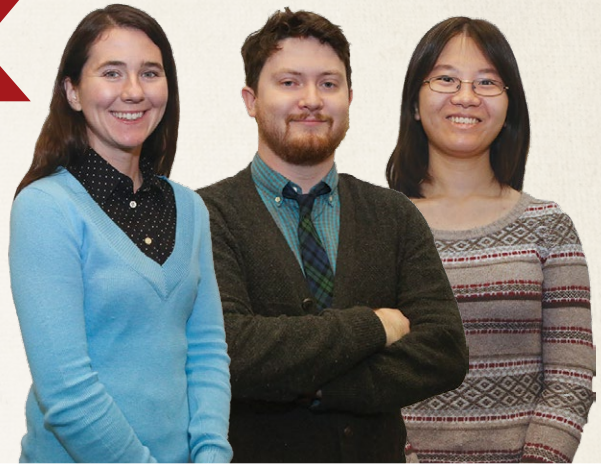
## Association of College and Research Libraries

#### PROJECT

Implementation of a Virtual Collaboratory and Pilot Project of the Research Agenda for the Science and Technology Section of the Association of College and Research Libraries

#### TEAM B

From left: Lauren Goode, James Adams, Xiaojie Duan, Jennifer Zhao (not pictured)



"The future will be very similar to what librarianship has always been at its heart: providing exceptional information and service to our communities. The differences will lie in the tools we use, the kinds of services we provide, and how wide our community can become. The internet is nothing new, but how we contribute to it and access information are changing all the time."

—JAMES ADAMS

#### SPONSOR

## ALA—Allied Professional Association

#### PROJECT

Wellness Website

#### TEAM C

From left: Jennifer McElroy, Amanda Avery, Dory Cochran



"The profession is certainly evolving. No matter what kind of library we work in, all librarians are now—and from now on will be—technologists. We are all working to meet changing expectations from our users, and we are all learning to exist in a time when the proliferation of available information makes our world simultaneously much smaller and much more complex."

—JENNIFER MCELROY





#### SPONSOR

## Association for Library Service to Children

#### PROJECT

Environmental Scan and the Future of Youth Services

#### TEAM D

From left: JoAnna Schofield, Megan Bright, Alpha DeLap, Meredith Steiner, Brittany Tavernaro



"I envision the profession continuing to evolve with the needs of our communities—whether we are offering our patrons a safe space to exchange ideas and support, like the Ferguson (Mo.) Public Library, or connecting young people with a wide range of authors and illustrators, like the Free Library of Philadelphia. This flexibility will allow us to remain relevant and vital to our communities." —**JOANNA SCHOFIELD**

#### SPONSOR

## Asian Pacific American Librarians Association

#### PROJECT

Who is the Asian Pacific American Librarians Association? Strategically Communicating Our Organizational Identity and Value

#### TEAM E

From left: Alyssa Jocson Porter, Annah Hackett, Meredith Wickham, Katherine Donaldson



"I see an increase in embedded librarianship, both at the public and academic levels. Embedded librarians do not sit passively waiting for patrons to come to them. They are proactively working with community or campus organizations to promote library resources and learn how to serve patrons. This includes reaching out to groups that are not traditionally 'library people'—like athletes, gamers, etc." —**ANNAH HACKETT**





#### SPONSOR

## International Relations Round Table

#### PROJECT

Adding Disaster Planning to the International Relations Round Table Free Links Project

#### TEAM F

From left: Charissa Powell, Sean Buckner, Mandi Goodsett, Myriam Martinez-Banuelos, Jason Broughton



"I see librarians becoming more intertwined with and dependent upon information technology. Library staff must daily manage and collectively master an ever-increasing number of digital systems, devices, sites, tools, resources, and processes. For libraries to succeed as hubs of discovery, learning, and creativity, librarians will have to embrace and implement these advancing technologies."

—SEAN BUCKNER

#### SPONSOR

## Map and Geospatial Information Round Table

#### PROJECT

Development of an Archiving Program for the Map and Geospatial Information Round Table

#### TEAM G

From left: Chelcie Rowell, Craig Boman, Melissa Stoner, Harriet Wintermute



"I see the future of our library profession as increasingly separated from the library as a place. I see academic librarians evolving into open online course librarians and public librarians evolving into information consultants who are increasingly dispersed and embedded throughout the communities and organizations we serve."

—CRAIG BOMAN





#### SPONSOR

## Public Library Association

#### PROJECT

Assessing MLIS Preparation for Emerging Public Library Leaders

#### TEAM H

From left: Katrina Ortega, Anna Mattonen, Pauline Stacchini, Carolyn Reagle



“Librarians will continue to move from behind the desk to provide information, resources, instruction, programming, and technology in the community. The 21st-century librarian toolkit might include marketing, project management, and the ability to develop partnerships. Many librarians have some of these skills and are rapidly learning on the job the additional skills they need to be successful.” —**CAROLYN REAGLE**

#### SPONSOR

## Public Library Association

#### PROJECT

Public Library Association Online Professional Tools Curation and Future Forecasting

#### TEAM I

From left: Christina Golm, John Daquino, Erin Hollingsworth, Jacqueline Mayse, Natalie Bazan



“In the 21st-century knowledge-based economy, the library profession will continue to expand beyond traditional print-bound materials and keep moving toward the preservation, management, and distribution of information in all of its various formats. Helping to bridge the digital divide will become increasingly important so that our patrons can keep up with the technological demands of the workforce.” —**JOHN DAQUINO**



## SPONSOR

# Reference and User Services Association

## PROJECT

Library Publishing  
Services: A Toolkit

## TEAM J

From left: Sabrina Wong, Catherine Damiani, Loren Klein, kYmberly Keeton, Madison Sullivan



“In the future there will be an increased need for interdisciplinary skills. Technology skills like web design and scripting, community organizing, and science and engineering skills will be valuable. We also have to make sure that future librarians reflect the communities they serve by developing stronger mentorship roles and alternative paths to professionalism.”

—LOREN KLEIN

## SPONSOR

# Young Adult Library Services Association

## PROJECT

Social Media  
Marketing Calendar

## TEAM K

From left: Kayla Marie Figard, Samantha Helmick, Dontana McPherson-Joseph, Derrick Burton Davis, Hattie Garrow



“Libraries will continue to provide access to information and ideas, but what I’m most excited about is the shift from consumption to creation—the notion that libraries can serve as environments for people of all ages to collaborate, create, explore, imagine, learn, and grow. Library professionals need to be seen as facilitators of this model, not gatekeepers to the books.”

—HATTIE GARROW

# ALA *Orlando* ANNUAL

## CONFERENCE & EXHIBITION JUNE 23–28, 2016

### Check out the 2016 ALA Annual Conference *Preliminary Program!*



✱ Check out the **Preliminary Program and other updates** at [alannual.org](http://alannual.org) for the most relevant and exciting content in 100s of peer-driven programs and events—in multiple formats—that will help you build your career while increasing your potential to contribute, innovate, and effect change.

✱ **Explore the implications** for the future of libraries, your work, and your spaces based on what's going on in other fields—find out from Dave Cobb of The Thinkwell Group how to create immersive experiences in libraries based on their experience with museums and theme parks (RUSA President's Program); from Hyatt Hotels leaders about changes in hospitality, hotels, and public spaces; from Steelcase about changes in workspaces and work habits; from exhibitors; and in a range of related sessions.

✱ **Be inspired to be bold and innovative** by dozens of unforgettable speakers and presenters, including thought leaders and bestselling authors. Look for actress and immigration reform activist Diane Guerrero on the President's Program, teenage entrepreneur and TEDWomen Talk star Maya Penn as an Auditorium Speaker, and dozens more TBA.

✱ Keep up with ALA's public awareness campaign **Libraries Transform™**—look for the content that addresses change, innovation, and transformation and helps you be the best advocate for your library's critical role.

✱ **Authors by the hundreds** on live stages in the exhibits, speaking in special sessions, signing at publishers' booths, and celebrating ALA book and media awards they've won, including the Newbery, Caldecott, Coretta Scott King, Printz, and Carnegie Medals. Look for award winners like Bryan Collier, Rita Williams-Garcia, David Levithan, Sally Mann, and Viet Thanh Nguyen.

✱ **Unlimited opportunities to connect** with 1,000s of committed, motivated, and imaginative people, so you'll bring home a supportive personal network for an ongoing source of collaborators, ideas, and successful innovation. The Networking Uncommons, ALA Lounge, and the exhibits are great starting places.

✱ **Get the latest in technology** and associated policy implications—Michael R. Nelson on "The Future of the Internet and the 'Cloud of Things'" (ALCTS President's Program), LITA's always-packed Top Tech Trends, updates from the ALA Office for Information Technology Policy, exhibitors with the latest products and services.

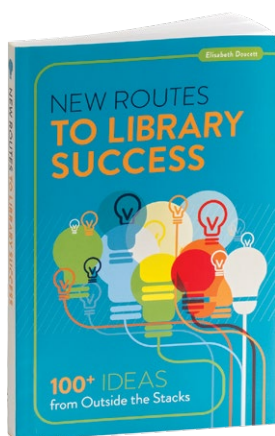
✱ What do attendees say about how this **quality professional development** has reinvigorated them and helped them be effective? Find out at [alannual.org/what-your-colleagues-say](http://alannual.org/what-your-colleagues-say).

Register, book housing, and get more information at **ALAANNUAL.ORG**

# NEW ROUTES TO LIBRARY SUCCESS

Looking outside of the library world to spark new ideas

By Elisabeth Doucett

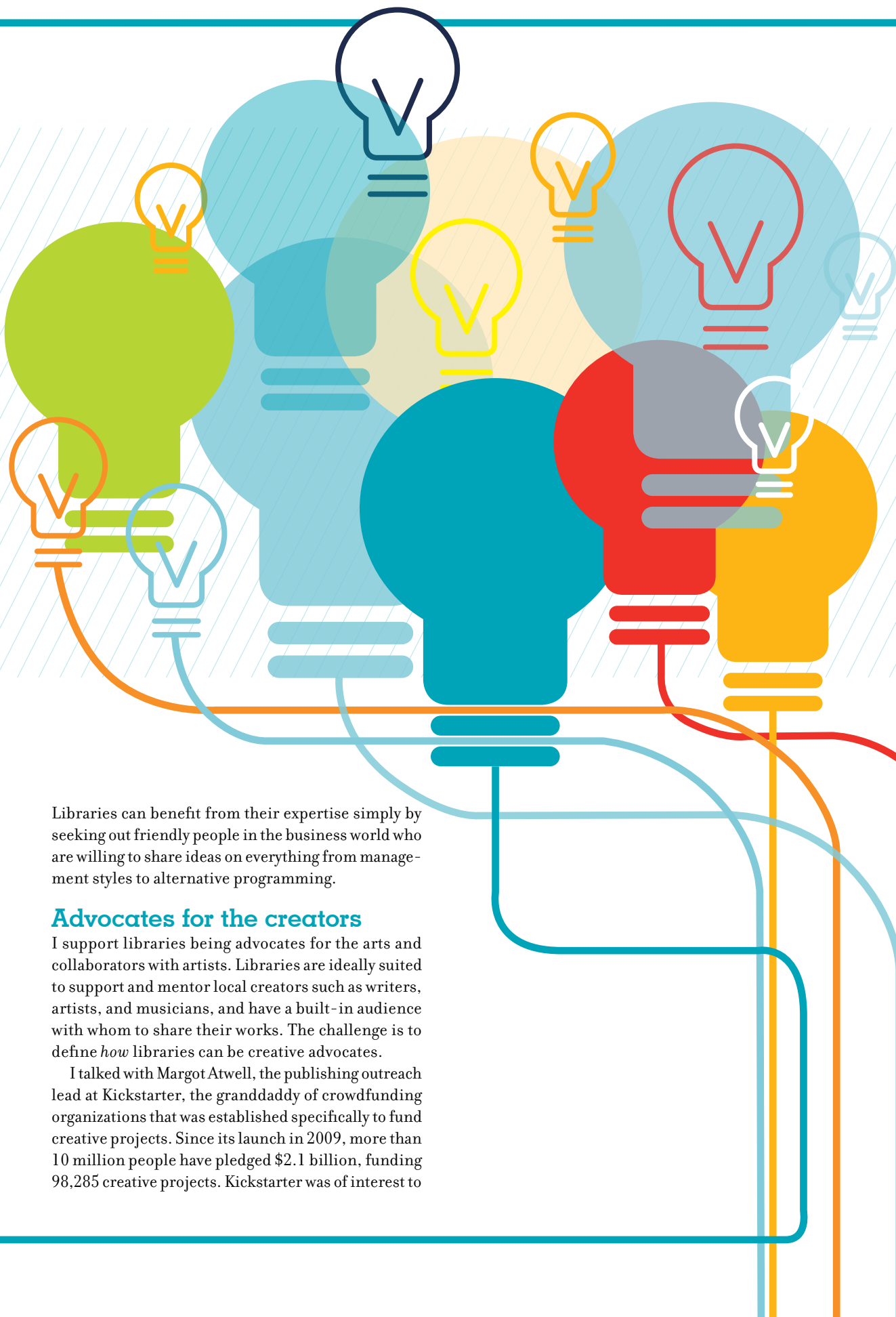


This is an excerpt from *New Routes to Library Success: 100+ Ideas from Outside the Stacks*, by Elisabeth Doucett (ALA Editions, 2015).

I worry about the future of libraries. I have been a library professional only since 2004, and even then most people who planned to work in a library understood that things were changing. We knew we had to find new, creative ways for libraries to operate and serve communities, or libraries would slowly start dying.

I'm director of Curtis Memorial Library in Brunswick, Maine. As the result of being a worrywart and wanting to make sure that the library makes a successful transition to a technology-driven, digitally dominated future, I spend a great deal of time identifying and evaluating new library programs, processes, and management methods. After years of struggling to find new ideas to drive substantial change, I decided to cast a much wider net. But how do you find and develop such ideas? The first place to look was not at other libraries but other professions.

When I started as a librarian, I looked to business (which was my first career) for ideas that could transfer from one environment to the other. Businesses spend huge sums of money and employ highly intelligent people to run them.

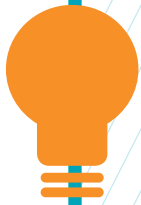


Libraries can benefit from their expertise simply by seeking out friendly people in the business world who are willing to share ideas on everything from management styles to alternative programming.

### Advocates for the creators

I support libraries being advocates for the arts and collaborators with artists. Libraries are ideally suited to support and mentor local creators such as writers, artists, and musicians, and have a built-in audience with whom to share their works. The challenge is to define *how* libraries can be creative advocates.

I talked with Margot Atwell, the publishing outreach lead at Kickstarter, the granddaddy of crowdfunding organizations that was established specifically to fund creative projects. Since its launch in 2009, more than 10 million people have pledged \$2.1 billion, funding 98,285 creative projects. Kickstarter was of interest to



# BIG IDEAS FROM KICKSTARTER



- Conveying the passion of a creator is core to building a community of support.
- Connecting people on a human level creates powerful bonds.
- Storytelling can help build a groundswell of interest in an idea.
- Video is a powerful tool that can vividly convey authenticity.
- Asking the people who are responsible for a project to participate in developing support for that project is an important and appropriate methodology for creating a groundswell of interest.
- Organizations that can connect two very different groups in a shared purpose have great value.

me because as a business its entire reason for being is to support creative endeavors. My hope was to identify from the company's perspective new ways that libraries might do more to assist and promote creators at the local community level.

Margot came out of the publishing world, is a library lover, and is a very creative thinker. I loved talking to her. Even though she started her career in a very traditional industry, she is open to new ideas and ways of thinking. She was the perfect person to talk with about what libraries can learn from the rest of the world.

## Interview insights

Passion was a word that came up over and over in my discussion with Margot. Kickstarter has been extraordinarily successful in finding supporters for thousands of projects, partially because it does everything possible to help creators convey their energy and enthusiasm. Libraries must learn to impart their passion for what they do if they want to attract the attention of a broader audience.

Libraries are very good at sharing information, teaching, and educating. Once people walk through the door of a library, they come back because they discover the riches it provides. However, libraries struggle to get people to walk in for the first time. Why? People are intimidated by all of those books and smart people in one place; they still think that a library is simply a warehouse for books where stern librarians shush visitors; or they think that a library provides only books for borrowing and they'd prefer to read on a Kindle.

The common denominator in all of these views is a lack of knowledge about what today's library really is. When people think this way, it means that either we have not reached those people with the story or we

have reached them but the story did not register. My bet is that people hear our story but it is not powerful and emotional enough. Librarians are good at telling their stories in a factual, accurate, and detailed way—we have been trained to be all those things—but if you get us in a conversation about what we do, we suddenly become passionate. What we do matters! We have the passion, but we need to learn how to show it to the world.

Libraries are one of the most vital, active connectors of communities. We need to promote this role. People want and value connections, and they will support organizations that help them make those connections. However, people need to understand how an organization helps them make those connections. At Kickstarter, this is obvious. The role of the library in building connections across the community is less obvious, so the library needs to do more to communicate how it does this.

The likelihood of a community being supportive of the local library will increase if the community knows the library staff on a personal level and understands why they care so passionately about the library. Librarians have always taken great pride in providing accurate, detailed, and unbiased information and services. In addition, many are very good at building professional relationships with those who use the library. The more community members get to know librarians as individuals and understand their passion and dedication, the more often they will stand up to support the library when it is time to establish budgets.

Creators at Kickstarter use video and web resources to convey energy and passion for their work and to talk about their stories and who they are as individuals. This makes a real difference to the people who want to fund their projects. If you feel a human connection with someone because you know how that

person thinks, what his or her life story is, and how he or she is going to approach his or her work, and that resonates with you, you are much more likely to want to support what that person is doing.

## How to do it

**Ask all staff members at your library to identify one thing about their jobs that they love and that absolutely makes their day.** Then, ask for volunteers to do a two-minute video about it. The only thing they have to do in the video is make sure they convey their enthusiasm. Ask participants to vote and identify the three best videos (meaning the ones that most accurately convey the speakers' energy and enthusiasm), and then share those videos online with library patrons. If emotional engagement is something that we want to include in our marketing and communications, we need to experiment with this idea and learn what creates a powerful connection with the viewer.

**Identify one of the drier, less exciting resources offered by the library and hold a contest to promote that resource.** The staffer who can make a video about one boring resource and gets 50 "likes" on Facebook wins. The goal initially is not to get Facebook likes but to get staff engaged with the idea of creating videos that capture attention regardless of topic.

**Ask people running programs at your library to promote them using a short video.** The people who conduct programs at your library most likely have tremendous energy and passion for their projects. By making a video of the presenter, you provide him or her with an opportunity to talk directly to potential audience members. This is a much more powerful way to build interest in a program than pictures on a flier or words in a newsletter (though these can also be very useful and certainly should not be eliminated from promotional efforts). This idea can be extended to any or all social media channels your library uses.

**Share information that makes the public see the library and librarians in a real way.** You could share on your site or social media channels a video

detailing what happens at the library before the doors open or a behind-the-scenes look at the librarians' work area or staff room. Do not script these videos; just shoot and share them. The goal is to make your library users feel as though they know the people who work at the library.

**Facilitate connections between different groups in the community.** The library can do this because it is a trusted resource. At Curtis Library, we developed an online forum called Curtis Creative Spaces ([curtiscreativespaces.com](http://curtiscreativespaces.com)) for local artists. It is free to use, and our goal is simply to provide them with a larger audience than what they might initially get on their own. Each month we feature a different artist. To increase awareness for the website, we have raffled off small pieces of art by the featured creators.

To participate, people only need to visit the website and share their contact information.

## Connect people in new ways through the library.

Curtis Library never provided connections between creators and the community in the past, yet it was an obvious way that we could support the creation of local content while still working within the library's traditional footprint. As libraries consider what roles they can take on for their communities, it makes sense to look carefully at how they can continue to be connectors and not be afraid of roles that seem very different from the past. How about providing a meeting room in the library for genealogists to connect with one another or an incubator where people starting small businesses can share ideas and help motivate one another to success? These are different from the library's traditional role, yet they demonstrate the library's core service—connecting people. ■



**ELISABETH DOUCETT** is director of Curtis Memorial Library in Brunswick, Maine. In addition to a master's degree from the Simmons College School of Library and Information Science, Doucett has an MBA in marketing from the Kellogg School of Management at Northwestern University. She is author of the books *Creating Your Library Brand* and *What They Don't Teach You in Library School*, both published by ALA Editions.

The likelihood of a community being supportive of the local library will increase if the community knows the library staff on a personal level.

# THINKING

Center for the Future of Libraries

helps librarians look ahead for

improving spaces and services

By Miguel Figueroa

A New Adults Advisory Board at the Kingston Frontenac (Ontario) Public Library brings together patrons ages 18–30 to offer insights for better serving this category of library user. Students at Furman University Library in Greenville, South Carolina, were invited to unplug and recharge during finals week in a quiet “Zen zone” with meditation pillows and coloring books. The new Brooke Point High School Library in Stafford, Virginia, recently introduced a makerspace, but it’s the comfortable and flexible seating that has transformed the library into a vibrant place for work, study, hanging out, and relaxing.

These changes, as subtle or significant as they may be, represent libraries’ continuing alignment with new trends and user needs. Whether it’s emerging adulthood, the unplugged and maker movements, or the growing influence of fast casual restaurants, libraries

are taking advantage of trends in the larger environment and putting them to work in their spaces, collections, and services.

This thinking has helped ALA’s Center for the Future of Libraries focus its work on providing library

professionals and community leaders with information resources and tools that will help them understand the trends reshaping their libraries and communities.

Thinking about trends helps library professionals make sense of the changes that are happening in their environments, align their work to users' current needs and expectations, and innovate services and programs so that libraries remain integral to the future of their communities.

At the center's website ([ala.org/libraryofthefuture](http://ala.org/libraryofthefuture)), a growing collection of trends helps library professionals quickly identify some key issues, how they are developing, and why they might matter for libraries. Over the past year, thousands of librarians have reviewed new trend entries on badging, fandom, gamification, haptic technology, resilience, and more.

This focus on trends is an obvious fit for library strategic planning, and there has been some very positive feedback about the center's value for those working in this area. Maureen Sullivan, an ALA past president and a consultant who frequently works on strategic planning for libraries, said, "The trends from ALA's Center for the Future of Libraries are an excellent resource for understanding the variety of societal and technological forces that need to be considered in planning the future of libraries. It is one of the first resources that I suggest for library leaders who are engaged in strategic planning. In working with libraries, the trends proved to be a very useful means for helping the staff and leadership understand more about the various forces to be considered when determining a set of focus areas for new strategic plans."

Beyond strategic planning, however, library professionals use the center's resources and trends in some interesting and inspiring ways. Collected below are highlights from a conversation with four librarians, each working in a unique setting and pursuing different goals, but using trends as a way to help envision their futures.

### How have you incorporated some of the center's trends and trend thinking into your work?

**GEORGIE DONOVAN:** Given the day-to-day work that envelops many of us in academic libraries, it's virtually impossible to seize upon every new opportunity and put it to work in our libraries' systems and cultures. That's

#### Georgie Donovan

Associate dean for collections and content services,  
College of William and Mary,  
Williamsburg, Virginia



#### Ruth Frasur

Director of Historic  
Hagerstown-Jefferson  
Township (Ind.) Library



#### Loida Garcia-Febo

President, Information  
New Wave, and  
international library  
consultant



#### Vicki Rakowski

Head of youth services,  
La Grange (Ill.) Public  
Library





one reason I genuinely appreciate having the Center for the Future of Libraries site tracking trends related to our people, our clients, our faculty, and students.

I've gone through the Harwood Institute training with several colleagues as part of the Libraries Transforming Communities initiative, and the ideas and strategies I learned there were so important to me, but they have a unique application on a college campus where the student community changes over every four years. The center's trends really complement the Harwood "turning outward" approach and help me keep current with what communities might be thinking even as they quickly change.

**RUTH FRASUR:** As a library director, one of my jobs is to think the big thoughts and make long-term plans for my institution. At the same time, working in a small rural library, I often find myself weighed down by day-to-day operations. The center's trends have helped me get back into the mindset of "big thinking," have a controlled vocabulary when speaking to and working with groups and individuals outside the library, and have reference resources at my fingertips. In our institution, this focus on trends has produced a mindset that envisions the library's mission in a broader context and establishes our place in the community conversation as a leader of innovation and progress.

**LOIDA GARCIA-FEBO:** I have used the center's trends to inform the trainings and lectures I offer and have shared this resource with colleagues around the world. I often look up the trends before I teach because they help keep me informed of societal and library trends and changes that we need to share. I convey to other librarians how important it is for us to reflect on what

new trends are bringing with them and what they represent for us. In my view, librarians and information specialists serve academic, public, and school communities that are being impacted by many trends. We must stay up to date with these changes to make sure we are providing what the communities need. By being aware of trends, engaging in conversations about how they impact our work, and working together to make things happen in our cities, we can change lives.

**VICKI RAKOWSKI:** At La Grange Public Library, we have looked at the trends as a management team, and then I have also discussed them with my staff. In both instances, we looked at the trends overall, but everybody chose a few that particularly interested them. Then we shared the concepts a little more in depth with each other and discussed how we saw those trends coming to life in both the community and library world. This has really helped staff think of ways to make the library more dynamic—for example, considering ways to develop programming and patron education about data's growing importance in our world or exploring the gamification of our summer reading program.

### How has thinking about trends helped you to think about libraries differently or to inspire others to think differently?

**RAKOWSKI:** The way trends from the outside world come into the library world is the whole crux of the matter for me, and why the Center for the Future of Libraries has been particularly galvanizing. No organization is an island—our world is more connected than ever, and libraries have to think of themselves as a part

of that world. Does every trend impact every library and its community? Perhaps not in an obvious way, but educating ourselves on these trends means we're prepared to be a part of the conversation in our communities as we move forward in a more strategic, integrated way.

**GARCIA-FEBO:** I recently spoke at a regional international conference where I included the center and its featured trends along with International Federation of Library Associations and Institutions trends in my talk to spark a conversation about how the attendees saw trends impacting library services in their countries. We had a very good and insightful conversation, with colleagues coming up with potential ways of reimagining services to reflect the impact of the trends in their communities. The conversations continued for the duration of the conference. It was inspiring to see how those colleagues were motivated to try new things and move outside their comfort zone once they understood some of the larger trends in our world and the importance of meeting the needs of their communities.

**FRASUR:** The biggest difference that has occurred through incorporating trends into our planning has been to focus less on the “what” (what programs will we do? what books will we buy? what will our URL be?) and “how” (how will we staff that program? how will we afford that equipment? how will we maintain our social media presence?) and really focus on the “why.” Why do we do what we do? After we ask the “why” questions, then we can look at the “what” and “how.” With cutting-edge and emerging research as well as some institutional soul searching, we are able to answer “why.”

Looking at emerging trends has also helped me to expand my library thoughts beyond the here and now. This has begun to drive a very purposeful evolution of our library away from the stereotypical book warehouse and even the de facto literacy hub to a place that champions informal learning as a real and powerful activity throughout the lives of our users.

**DONOVAN:** Academic libraries are often ahead of their campus colleagues in adapting to trends. In libraries where I work and visit, we have makerspaces, we've used badging as a way of accomplishing staff training goals, we've embraced gamification as a legitimate learning style, and we've tried to accommodate unplugged spaces (recently including large coloring

“The biggest difference that has occurred through incorporating trends into our planning has been to focus less on the ‘what’ and ‘how’ and really focus on the ‘why.’”

—RUTH FRASUR

posters in our commons). We discuss “digital natives” and flipped classrooms when we re-engineer our information literacy programs and goals. So these trends aren't foreign to us, but it will take extra effort and thoughtfulness to bring the concepts in from the periphery of what we do to the center of how we operate. Letting these trends fundamentally change our work and the way we approach our goals and systems and planning is hard and controversial—institutions of higher education can be very conservative about implementing change. Therefore, the more research and advice we can share across libraries, the stronger we can feel when making changes and trying to do things in a new light in our home institutions.

It's not that people clearly say, “We've always done it this way”; instead, you hear it in the arguments that faculty and students really need instruction the way we want to give it, services the way we want to provide them, websites the way we want to design them, and collaboration when and how we want to collaborate. Recognizing the trends as fundamental shifts in the architecture of our society and not just temporary glitches in behavior is important if we want to make bigger, more structural changes to the way we meet the needs of our campus communities.

As you've focused more attention on trends, what do you think is a new or upcoming trend in libraries or society?

**DONOVAN:** I definitely see a return to the career of artisan. A lot of people, especially young people, want

## Interested in Trends but Overwhelmed by Your News Feed?

Scanning through a seemingly endless news feed to find information about the next trends affecting libraries can be a time-consuming process. But it's what the center does each week. **Read for Later**, the center's weekly e-newsletter (you can sign up at [ala.org/transforminglibraries/future](http://ala.org/transforminglibraries/future)), digests the week's news and teases out some of the most interesting articles about the future of cities, education, artificial intelligence, media, and work. Read for Later can help library professionals keep an eye on the news that will shape their future work.

a craft—and to be stellar at that craft. We see graduates who open up a bakery to make authentic French bread, or start a farm, or desire to be an excellent butcher. I see people focusing on honing a craft in new and authentic ways—shoemaking, letterpress printing, blacksmith work, sewing, leatherworking. Something in us knows that these skills are important and have enduring value. This can be something really different from what we normally think is pursued in an academic setting, but it can fit well with the role of an academic library that works to develop a well-rounded individual who can find the information and resources needed for any pursuit.

**FRASUR:** I keep thinking about the duality of libraries both as “place makers” and as “place agnostic.” In this, I mean that libraries will continue to offer an inspirational and innovative physical presence for their users and communities. At the same time, services and even collections will increasingly be independent of that physical presence. This duality has existed for a long time, but has not yet been framed in such a manner. I think that we will see a concerted effort to reconcile those two ideas that seem to be at odds with one another.

**GARCIA-FEBO:** A trend I've been watching for the last two years is the growth of online communities developed by and for librarians. Librarians in different regions of the world have created spaces where they are crowdsourcing publications and resources, and in many cases the first publication of students and new librarians. This creates a great opportunity for those seeking to publish because,

as we know, publishing may take a bit of time. So, having these websites available is an excellent way to further librarianship. Other communities are providing free continuing education to those who may not be able to receive it otherwise. I am watching these efforts with interest as the webinars are reaching thousands of librarians and information professionals globally.

This internal trend also makes me wonder if it is happening in the larger world. Are other groups or professions doing similar things, and what does that mean for libraries interested in supporting their efforts or connecting users to their resources?

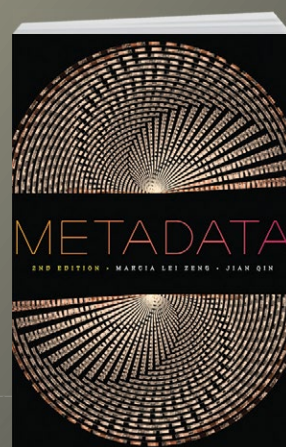
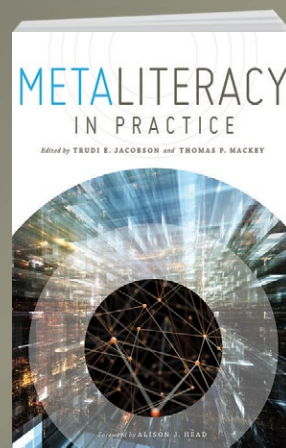
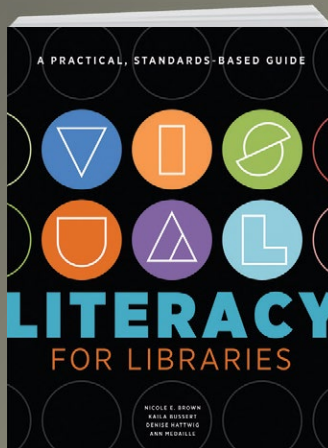
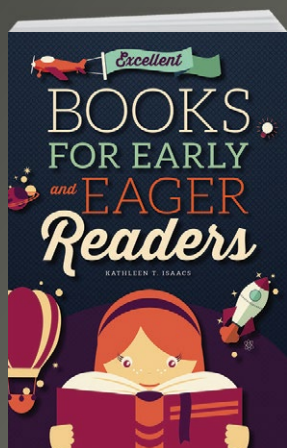
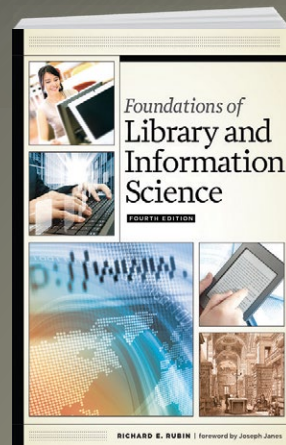
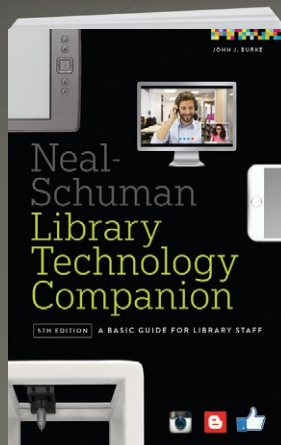
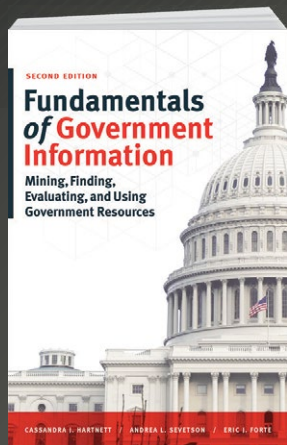
**RAKOWSKI:** I think activism and advocacy are going to become even more important. We're witnessing the power and reach of everyday people recording incidents that are occurring in their communities, including between police and citizens. We're seeing young people more empowered and better able to put their activist ideas into practice without a lot of overhead or parental involvement. I think these are really powerful things. For libraries, I think we want to consider helping people stay nimble with technology that helps them advocate for themselves and their communities. We may also want to think about how this new wave of activism and advocacy might involve us or how we can manage our institutions' responsibilities in the face of these changes. ■



**MIGUEL FIGUEROA** is director of ALA's Center for the Future of Libraries.

# NEW BOOKS

from ALA Editions and ALA Neal-Schuman



# A ROAD MAP TO PUBLIC INVOLVEMENT

By Greg Landgraf

**T**he more than 11,000 attendees at ALA's Midwinter Meeting & Exhibits in Boston used the conference as an



Videos available  
at [youtube.com/  
AmLibraryAssociation/videos](https://youtube.com/AmLibraryAssociation/videos)

opportunity for in-depth discussions of major issues facing libraries, as well as sharing ideas and solutions that librarians could bring home and apply more immediately.

Jonathan Zittrain, Harvard Law School professor and cofounder of the Berkman Center for Internet and Society, urged attendees to first define the core purpose of libraries in his "Creativity, Innovation, and Change: Libraries Transform in the Digital Age" presentation. "The book as we know it, as an artifact," he declared, "is on its way out."



ALA Midwinter attendees react as the Youth Media Award winners are announced.

Four goals of libraries—freeing the world’s knowledge, catalyzing contributions, cultivating scholarly skills, and contributing to the development of free information platforms—are not new, radical, or subversive, Zittrain noted, but information technology is developing without the values of the library. Prominent examples include when Amazon’s Kindle remotely deleted customers’ copies of George Orwell’s *1984* when it discovered it didn’t have the rights to the novel, or when Barnes & Noble’s Nook e-reader replaced the word “kindle” with “nook” throughout Leo Tolstoy’s *War and Peace*.

ALA Washington Office Executive Director Emily Sheketoft started the Washington Office Update session with a success story: ALA member calls and letters to their representatives helped to ensure inclusion of library-friendly requirements in the Every Student Succeeds Act that passed Congress and was signed into law in December.

Office for Information Technology Policy (OITP) Deputy Director Larra Clark noted threats to public Wi-Fi access that ALA is tracking. These include LTE-U, which can potentially knock Wi-Fi devices off the spectrum; lack of new spectrum being designated as unlicensed; and some policymakers’ unwillingness to recognize the importance of unlicensed spectrum to consumers. ALA is a member of the WifiForward coalition and has created petitions at [SaveOurWifi.org](http://SaveOurWifi.org), including one for librarians to share examples of what Wi-Fi means for patrons ([saveourwifi.org/libraries-3](http://saveourwifi.org/libraries-3)).

Also at the Washington Update, new Institute of Museum and Library Services (IMLS) Director Kathryn Matthew introduced the Open eBooks app, one of IMLS’s efforts to harness technology to help students learn. Open eBooks provides free access to top-selling books for low-income kids.

OITP hosted a day-long information policy workshop to help libraries understand the laws, regulations, treaties, and jurisprudence governing information use. International Federation of Library Associations and Institutions President Donna Scheeder observed that there is no longer a fine line between national and global information policies, and decisions made by multinational bodies can affect domestic information policy. The World Intellectual Property Organization Copyright Treaty and the Trans-Pacific Partnership are two examples addressing copyright.

Libraries have credibility on matters of information policy in the eyes of their communities and, by extension, public officials. As a result, presenters urged libraries to



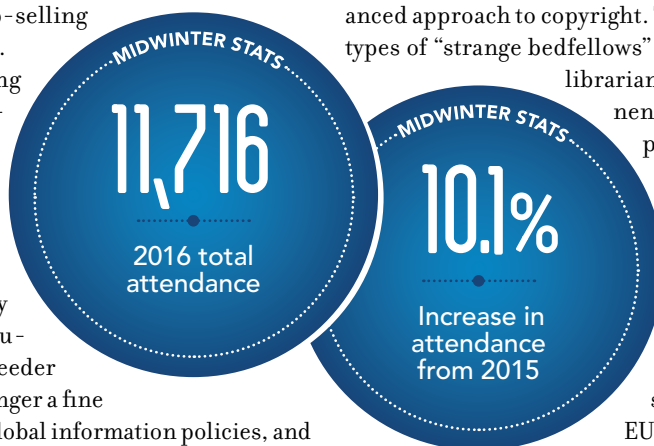
Aaron Dobbs of Shippensburg, Pennsylvania, has a Libraries Transform ribbon added to his collection in the ALA Lounge.

engage with legislators and other decision makers as well as coalition efforts. One such opportunity is the Re:Create Coalition, which consists of partners from across the political and organizational spectrum seeking a balanced approach to copyright. The potential value of these types of “strange bedfellows” alliances should suggest to

librarians that “there are no permanent friends or enemies,” said presenter Jenny Backus, a former senior policy advisor at Google.

OITP also hosted a discussion about an individual’s right to have personal information removed from web searches, prompted by an EU case affirming that right for certain personal information. Abigail Slater, vice president for legal and regulatory policy for the Internet Association, said she has seen a steady increase in the opinion that these European privacy norms should be global.

James G. (Jim) Neal, university librarian emeritus of Columbia University, highlighted several areas of that



# YOUTH MEDIA AWARDS

As always, the Monday morning presentation of the Youth Media Awards was one of Midwinter's best-attended events. This year's John Newbery Medal for the most outstanding contribution to children's literature went to *Last Stop on Market Street* by Matt de la Peña and illustrated by Christian Robinson. *Finding Winnie: The True Story of the World's Most Famous Bear*, illustrated by Sophie Blackall and written by Lindsay Mattick, won the Randolph Caldecott Medal for most distinguished American picture book for children.

More than 20 awards were announced at the ceremony. Among the other winners were *Gone Crazy in Alabama* by Rita Williams-Garcia and *Trombone Shorty*, illustrated by Bryan Collier and written by Troy Andrews and Bill Taylor, which won the Coretta Scott King Author and Illustrator Book Awards, respectively, for outstanding African-American authors and illustrators of books for children and young adults; *Enchanted Air: Two Cultures, Two Wings: A Memoir* by Margarita Engle and *The Drum Dream Girl*, illustrated by Rafael López and written by Margarita

Engle, which won the Pura Belpré Author and Illustrator Awards, respectively, for books that portray, affirm, and celebrate the Latino cultural experience; and *Bone Gap* by Laura Ruby, winner of the Michael L. Printz Award that recognizes excellence in literature for young adults. See the full list of winners at [bit.ly/1YUB64](http://bit.ly/1YUB64) and video at [ala.unikron.com/2016](http://ala.unikron.com/2016). ▶

From left, YALSA President Candice Mack, ALSC President Andrew Medlar, ALA President Sari Feldman, Coretta Scott King Chair Pauletta Brown Bracy, and Reforma President Beatriz Guevara display some of the Youth Media Awards winners.



law that he said should concern librarians. Such a law in the US would remove material not just about a person but *by* a person, which may have unintended and serious repercussions for research. It may create a new digital divide, as wealthier people will likely have more influence over information, and it would increase the challenge of cataloging born-digital content.

## KNOWLEDGE SHARED

Linda Hofschire, an analyst at Colorado State Library's (CSL) Library Research Service, gave tips on creating effective infographics in her "Data Visualization for the Rest of Us: A Beginner's Guide" presentation. CSL needed

a better way to present the research it had collected on school libraries since the early 1990s. The result: a one-page infographic that its users can show to principals, administrators, and superintendents to jump-start conversations about the impact of school libraries on student test scores. "A well-designed infographic makes numbers much more accessible to people, much more quickly," Hofschire said. In short, visualizing the data can make a library's story more meaningful to stakeholders.

A panel discussion on digital humanities sponsored by *American Libraries* and Gale Cengage offered perspectives on the opportunities in this growing—though not clearly defined—field. David Seaman, dean of libraries and university librarian at Syracuse (N.Y.) University, said that the imprecision of the "digital humanities" term means

that institutions can take it in different directions. He also observed that the work is inherently collaborative. “It’s extremely difficult to be a lone digital humanist,” Seaman declared.

Thomas Padilla, digital scholarship librarian at Michigan State University in East Lansing, highlighted the release of some 200,000 images from New York Public Library to the public domain as an excellent model for library–faculty engagement ([nypl.org/research/collections/digital-collections/public-domain](http://nypl.org/research/collections/digital-collections/public-domain)).

At the Young Adult Library Services Association’s “Trends Impacting YA Services: Competencies Needed to Provide Teen Library Services of the Future,” Kyungwon Koh, assistant professor at the University of Oklahoma School of Library and Information Studies, shared results from research she and Associate Professor June Abbas conducted on informal learning and community learning centers in libraries. A survey of 44 librarians and staff members working in informal learning spaces in public and school libraries revealed the most important skills and education they believed were necessary to work in learning labs and makerspaces.

The top five core competencies from the survey were the abilities to understand technology, teach others, be willing to learn, advocate and network, and provide user services to different populations. The most important “soft skills” needed for the informal learning environment were flexibility and adaptability, curiosity, patience, creativity, and a social disposition. Survey respondents ranked on-the-job learning as the number one way competencies should be learned.

The Office for Diversity, Literacy, and Outreach Service’s Diversity Research Update showcased the results of four Diversity Research grants. Kawanna Bright of the University of Denver discussed “Including the Voices of Librarians of Color,” her collaboration with Amy VanScoy of the University at Buffalo (N.Y.). Based on interviews with eight librarians, they identified themes including the observation that librarians of color tend to serve as insider resources for users of color.

As part of the Libraries Transform—Civic and Social and Innovation series, Tiziana Dearing, Boston College professor of social work and codirector of the Center for Social Innovation, illustrated the differences between social innovation, social entrepreneurship, and social enterprise. Dearing highlighted five important skills libraries can help leaders develop: maker instinct, immersive learning, rapid prototyping, smart-mob organizing, and commons creating. In addition, libraries provide social innovators the opportunity of “deep, personal engagement with the target community”—one common element of social innovation.

In Library Information Technology Association’s popular Top Tech Trends panel, six technology thought leaders

shared trends they think will have a major impact on libraries. Jamie Hollier, co-owner of technology consulting company Anneal, and Jason Griffey, founder of technology consulting firm Evenly Distributed, both identified autonomous agents as one of their trends. Robots and logic engines are rapidly improving at using natural language. Hollier uses Amy (x.ai) as a personal assistant for scheduling meetings, and she said that Amy’s emails were so good that her clients wanted to meet Amy in person.

Ken Varnum, senior program manager for discovery, delivery, and learning analytics at the University of Michigan Library in Ann Arbor, spoke about campus learning analytics. He said that his library is planning a process for learning in which features of academic institutions and behaviors of students contribute to academic success by tracking student movements through the university environment. He also discussed privacy concerns related to the project.

At the “How Do You YouTube?” session, three librarians discussed their promotional video efforts. University of Iowa Librarian Colleen Theisen developed her Staxpedition web series ([youtube.com/uispeccoll](http://youtube.com/uispeccoll)) to help make users aware of the library’s special collections and make them less intimidating to explore. “By making *anything*, we’re starting to meet those goals,” she said.

## CELEBRITY SPEAKERS INSPIRE

Fashion designer **ISAAC MIZRAHI** opened the Auditorium Speaker Series and spoke about creativity—from the puppet shows he put on in his garage as a child to his design work and writing. “Creativity is the most important part of my life,” he said. “I cannot do without having a way of expressing things that are happening in my imagination.”

His upcoming memoir *I.M.* is another expression of creativity, although its deeper purpose is also evolving. “I thought I knew why I was writing the book, but as I



Midwinter Unconference participants hold round table discussions.

# COUNCIL APPROVES STRATEGIC DIRECTIONS

**A**LA Treasurer Mario González presented the FY2017 Programmatic Priorities (CD#13.1) to develop the budget for fiscal year 2017. The three strategic directions for 2017 are advocacy, information policy, and professional and leadership development.

Vicky Crone, chair of the Policy Monitoring Committee, presented the committee's report (CD#17) and requested approval to separate Policy B.2.1.7 Labeling and Rating Systems into two new interpretations (Labeling Systems CD#19.4 and Rating Systems CD#19.5). The motion passed.

Karen E. Downing and Andrew K. Pace were elected to three-year terms on the Executive Board. John C. DeSantis was elected to an immediate two-year term to succeed Gail A. Schlachter, who died April 27, 2015.

Council approved the Joint Council of Librarians of Color's application to become an affiliate of ALA (CD#25).

Intellectual Freedom Committee (IFC) Chair Pamela Klipsch presented a report (CD#19) announcing the launch of a new journal, *In Libris Libertas: A Journal of Intellectual Freedom and Privacy*, to replace the *Newsletter on Intellectual Freedom*. IFC-proposed resolutions on user-generated content in library discovery systems (CD#19.2) and restoring civil liberties and opposing mass surveillance (CD#19.1, coproposed with the Committee on Legislation as CD#20.1) passed.

Resolutions concerning accessibility of ALA conferences and meetings for people with disabilities (CD#31), replacing the Library of Congress subject heading "illegal aliens" with "undocumented immigrants" (CD#34), against Islamophobia (CD#32), supporting the 2015 Advocacy Implementation Plan (CD#35), and honoring Librarian of Congress Emeritus James H. Billington (CD#20.2), all passed.

started writing, the why became another deeper question," he said. He revealed that the memoir will include discussion of his formative years—which he described as both "great" and "terrible"—attending a yeshiva school from kindergarten through 8th grade, and the bullying he experienced there. ▶

Anti-bullying activist **LIZZIE VELÁSQUEZ** presented the Arthur Curley Memorial Lecture. Born with neonatal progeroid syndrome, which prevents her from gaining weight, she initially experienced psychological bullying

Chelsea Clinton



because she didn't look like other kids. However, she decided to stop letting others define her and created her own truth, even trying out for and making the cheerleading team.

When she was 17, she came across a YouTube video calling her "the world's ugliest woman." That initially crushed her self-constructed truth, but the assistant principal at her school encouraged her to try public speaking. She has since become a bestselling author and a sought-after motivational speaker whose TEDx talk "How Do You Define Yourself?" has been watched more than 10 million times.

While social media has the capacity for malice, she said its power to make friends around the world and create a platform to help others makes her a huge supporter. She's been using her Twitter and Instagram accounts as part of her efforts to get the Safe Schools Improvement Act passed. ▶

At the ERT/*Booklist* Author Forum, documentarian and writer **KEN BURNS** and writers **MARK KURLANSKY** and **TERRY TEMPEST WILLIAMS** described how their work encapsulates the writer as a witness to history and real-life stories. "I've always asked myself: Who are we? Who are those strange and complicated people called Americans?" Burns declared.

Kurlansky was animated explaining how he writes fiction and nonfiction simultaneously. "It's two different parts of the brain," he said. "In fiction, there's a lot of self-searching and reflection. Characters do what they want to do." Nonfiction writing requires an altogether different mindset, he noted. "In nonfiction, you find that the characters in real life, their stories, are so great, you get to a point where you think, 'I can never write something so good.'"

Williams stressed the importance of journaling in her work. She fills about a journal each month, capturing emotions and reactions at their rawest. "My journal is my personal library of experiences," she said. "It's not real if I've not written it down."

The writers expanded at length on how writing is a collaborative effort, from initial research to writing and editing

Terry Tempest Williams, Mark Kurlansky, and Ken Burns



Isaac Mizrahi



to finally releasing the work to the world for its own subjective interpretation. “The process is mine,” Burns said. “But the second [the work] is done, it’s yours and not mine.” ▶

Civil rights activist **MARY FRANCES BERRY** keynoted the 16th annual Dr. Martin Luther King Jr. Holiday Observance and Sunrise Celebration. She asked the audience to commit to doing something every day for the cause of justice—and voting is only one step toward that end.

“We can use our vote to get what we need,” Berry said. “Politicians want you to vote for them. They don’t want you to hold them accountable. You have to do something. And don’t expect it to stay done.” ▶

**SEN. CORY BOOKER** (D-N.J.) was a somewhat debated choice as President’s Program speaker, due to funding cuts and branch closures at the Newark (N.J.) Public Library when he was mayor of the city. Booker addressed these concerns early in his speech and said lean budgets required mayors to “make terrible decisions.”

ALA President Sari Feldman said Booker’s appearance was an opportunity to share with him how libraries transform individuals and communities and the messages underlying ALA’s multiyear Libraries Transform public awareness campaign ([librariestransform.org](http://librariestransform.org)), which launched in October 2015. “Recasting the story is incredibly important to winning the support of national decision makers like Sen. Booker,” said Feldman. ▶

AARP CEO **JO ANN JENKINS** spoke about ways to reimagine growing older as the population of the US ages. “Change the conversation and we change the reality of aging,” she declared.

Jenkins highlighted three areas where change is most needed for individuals and society: health (preventing disease and improving well-being); wealth (having

adequate financial resources for life and contributing to economic growth); and self (a sense of purpose and a positive self-image). Libraries have “a huge role to play” in helping older communities pursue the freedom to learn by equitably providing access to information to users of all ages. ▶

Closing Session speaker **CHELSEA CLINTON** shared stories from her book *It’s Your World: Get Informed, Get Inspired, and Get Going!* which encourages kids to engage with something they’re passionate about to make a positive difference in their communities. She told stories about Haile, who created an online cookbook of healthy meals after her father was diagnosed with diabetes, which led to an opportunity to reshape kids’ meals at Hyatt hotels; Alex, who created the Brick Share program to collect and donate Legos to kids without access to toys; and Celia, who recruited basketball star Yao Ming for an anti-ivory-poaching awareness campaign in China and Hong Kong.

She also shared that at almost every school she’s visited, she’s been asked during Q&A sessions if she plans to run for public office. “I absolutely understand why you are asking me that question. My last name is Clinton,” she responded. “But you should also be asking yourself this question.” ▶

*Amy Carlton, Terra Dankowski, Erica L. Jenns, Stephen Mayeaux, Willie Miller, Phil Morehart, Sanhita SinhaRoy, and Charlie Wapner contributed reporting for this story.* ■



**GREG LANDGRAF** is a regular contributor to *American Libraries*. He lives in Chicago.

# Currents

■ **Marleah Augustine** became supervising librarian at Palo Alto (Calif.) City Library November 16.

■ December 1 **Michelle Bickert** joined the Digital Public Library of America as ebook program manager.

■ **Natalie Binder** was promoted to director of Jefferson County R. J. Bailar Public Library in Monticello, Florida, November 3.

■ January 19 **Brett Bonfield** started as executive director of Princeton (N.J.) Public Library.

■ **Peter F. Chase**, director of Plainville (Conn.) Public Library for 35 years, retired in November.

■ **James Cosgrove** retired

as director of Marlboro (N.Y.) Free Library in November.

■ **Carolyn Coulter** joined the Reaching Across Illinois Library System in Burr Ridge as PrairieCat manager January 4.

■ **Peter Coyl** became district manager for the J. Erik Jonsson Central Library at Dallas Public Library.

■ January 11 **Sara DeWaay** joined the University of Oregon's Architecture and Allied Arts Library in Eugene as art and architecture librarian.

■ November 29 **Meredith Evans** became director of the Jimmy Carter Presidential Library and Museum in Atlanta.



Marleah Augustine



Sara DeWaay

■ **Stephanie Geffert** became biomedical and research services librarian at Temple University's Ginsburg Health Sciences Library in Philadelphia in November.

■ Laramie County (Wyo.) Library System promoted **Carey D. Hartmann** to county librarian August 17.

■ **Bryan Howard** became director of New Carlisle (Ohio) Public Library October 12.

■ **Nancy Johnson** retired as director of Brighton (Mich.) District Library in December.

■ **Van Kozelka** retired as director of Katonah (N.Y.) Village Library in December.

■ January 4 **Cynthia Sturgis Landrum** became CEO and director of Vanderburgh Public Library in Evansville, Indiana.

■ December 28 **Valerie Maginnis** became director of Teton County (Wyo.) Library.

■ Danville (Ill.) Public Library Director **Barbara Nolan** retired October 30 after 43 years with the library.

■ **Wayne Onkst** retired in December as Kentucky state librarian and commissioner of the Kentucky

Department for Libraries and Archives.

■ In October **Pete Petruski** was named executive director of the Library System of Lancaster County, Pennsylvania.

■ November 16 **Sara Phillips** became branch manager of Cleveland Heights (Ohio) Public Library's University Heights branch.

■ **Emmett Blair Pickard** became a librarian at the Missouri Department of Corrections' Fulton Reception and Diagnostic Center August 31.

■ **Elizabeth Rodrigues** was named the Council on Library and Information Resources postdoctoral fellow in the Digital Scholarship Center at Temple University's Paley Library in Philadelphia in September.

■ Delta Township (Mich.) District Library promoted **Mary Rzepczynski** to director in January.

■ **Jay Scherma** retired as director of Thomas Memorial Library in Cape Elizabeth, Maine, January 22.

■ December 1 **Heather Sharpe** was promoted to executive director of Lancaster (Pa.) Public Library.

■ **Betty Shewfelt** became digital services librarian at Sanibel (Fla.) Public Library in November.

■ **Theresa M. Tyner** became director of

## CITED

■ October 25 the Independent Living Resource Center of Northeast Florida presented its Spirit of the ADA Jack Gillrup Award to **Chris Eaton**, talking books special needs librarian at Jacksonville Public Library, for his and the library's leadership role in the disability community of Northeast Florida.

■ **Leticia S. Leija**, library and cultural arts director at Dustin Michael Sekula Memorial Library in Edinburg, Texas, has received the Ohtli Award, presented by the Mexican Ministry of Foreign Affairs' Institute for Mexicans Abroad to Mexican, Mexican-American, or Latino leaders whose efforts contribute to the well-being of Mexican communities abroad.

■ **Michael Mark Noga**, collections strategist at the Massachusetts Institute of Technology Libraries in Cambridge, received the Geoscience Information Society's Mary B. Ansari Distinguished Service Award November 2.

Danville (Ill.) Public Library September 1.

■ November 30 **Craig Van Dyck** joined CLOCKSS as executive director.

■ December 30 **Adam Webb** was promoted to assistant director of Garland County (Ark.) Library.

■ November 1 **Anne Wells** became audiovisual archivist at University of North Carolina at Chapel Hill.

■ January 4 **Corinne Williams** was promoted to programming librarian at Garland County (Ark.) Library.

■ **Pamela Wilonski** became children's and teen librarian at Weston (Conn.) Public Library in December.

## At ALA

■ **Erik Cameron** was promoted to director, data applications for ALA's Public Programs Office in December.

■ **Megan Cusick** joined the Office for Library Advocacy as grassroots coordinator December 14.

■ **Valerie Hawkins**, library reference specialist in the ALA Library, left ALA January 15.

■ **Ron Jankowski** was promoted to director of ALA Member and Customer Services.

■ January 4 **Jeff Julian** became director of ALA's Public Awareness Office.

■ **Julianna Kloeppel** was promoted to eLearning Specialist for ALA Information Technology and Telecommunication Services January 19.

## OBITUARIES

■ **Richard M. Cheski**, 80, Ohio State Librarian for 17 years until his 1995 retirement, died November 20. Cheski led a variety of initiatives at the library, including the development of OhioLINK, replacing the card catalog with a computerized system shared with Ohio State University, development of the Ohio Shared Catalog, and formation of the SEO Consortium for shared circulation in 1986. He served as chair of the Chief Officers of State Library Agencies in 1989–1990; planned the Ohio conferences at the Second National White House Conference on Library and Information Services for Literacy, Productivity, and Democracy in 1997; and was one of the founding members of the Ohio Humanities Council in 1972.

■ **Jan Freeman**, 77, retired coordinator of young adult services and head librarian of the Redmond branch of King County (Wash.) Library System, died September 13. Freeman was active in ALA and the Washington Library Association, chairing the WLA Children's and Young Adult Services Interest Group and serving on the board of ALA's Young Adult Library Services Association.

■ **Constance M. Mellott**, 84, who taught graduate library science at Kent (Ohio) State University and retired as professor emeritus, died September 20. She also taught at Springfield

(Mass.) Technical Junior College. She earned her MLS from Case Western Reserve and her PhD in library science from University of Pittsburgh.

■ **Larry Romans**, 68, retired head of government information and media services, and political science and communication studies bibliographer at Vanderbilt University's Central Library in Nashville, Tennessee, died January 28. He was an active member of ALA Council and served on many committees and round tables, including the Government Documents Round Table (GODORT); Gay, Lesbian, Bisexual, and Transgender Round Table; Social Responsibilities Round Table; and the Freedom to Read Foundation. He also served on the executive boards of ALA (2007–2010) and Tennessee Library Association. Romans received the 2008 ALA/GODORT James Bennett Childs Award for "a lifetime and significant contribution to the field of documents librarianship."

■ **Naomi Young**, 53, principal serials cataloger at University of Florida in Gainesville, died December 19. Young was a member-at-large of the Continuing Resources Section of ALA's Association for Library Collections and Technical Services. She was active in ALA and other library organizations and the serials cataloging community.

■ January 4 **James LaRue** became director of the Office for Intellectual Freedom.

■ **Brooke Morris** joined ALCTS as communications specialist December 21.

■ ALA Member and Customer Services Director **Juanita Rodriguez** left ALA November 27.

■ **Sophie Skinner** joined ACRL as program

coordinator for member services December 8.

■ **Vicki Williams** was promoted to manager of ALA Member and Customer Services November 30. ■

Send notices and color photographs for *Currents* to Amy Carlton, [acarlton@ala.org](mailto:acarlton@ala.org).  
See [americanlibrariesmagazine.org/currents](http://americanlibrariesmagazine.org/currents) for more announcements.

# Tween Read-Alouds

Older kids can benefit from parent-child storytime

by Ernie Cox

A mother and her tween daughter are browsing titles in a locally owned independent bookstore. The young girl is perusing the extraordinary Newbery Honor-winning memoir-in-verse *Brown Girl Dreaming* by Jacqueline Woodson. The cover, the dust jacket description, the verse form have all coalesced to capture the young reader's interest. "I need this book, Mom!"

This scene was one that would make any librarian feel warm and fuzzy. However, with a few swipes and punches of a smartphone, the verdict was in: "not for your grade level." Mom was doing what schools, and often what libraries as proxies, have trained her to do—think about books in terms of levels.

Reading programs place emphasis on the results of an algorithm that calculates word frequency and sentence length. Is this a good way to select a book? What families need from libraries are other ways to appraise and pick books, especially as kids reach the tween and teen years. What this mom and her daughter needed was the read-aloud.

## Extending storytime

Do tweens and parents need read-alouds? Don't children outgrow storytime? The reasons we read

aloud to kids remain compelling and meaningful as they age. Educator and author Jim Trelease highlights a few of the major benefits of reading aloud in *The Read-Aloud Handbook*:

- vocabulary building
- reading as a pleasurable experience shared with others
- creating background knowledge
- providing a reading role model

Most books for tween read-alouds will involve an investment of time beyond the traditional storytime. The best thing a librarian can do is to promote the act of reading aloud and recommend books to make it happen.

## Supporting the read-aloud

Informing parents and guardians of the benefits examined by Trelease can get their attention. Hosting a parent session on reading aloud can help adults develop read-aloud skills and allow them to create a more enjoyable experience for their kids. It may have been a while since they have read aloud fluently from a text, and librarians can model the differences between dry reading and reading to engage and enthrall.

Rob Reid provides numerous titles for reading aloud in *Reid's Read-Alouds 2*. Reid selects an excerpt from each title to demonstrate its value as a read-aloud choice. Other great read-alouds can be found among the annual E. B. White Read Aloud Award winners and nominees, and Bank Street College of Education produces lists for tweens ([bit.ly/1lIFpQ8](http://bit.ly/1lIFpQ8)).

Here are some tips for holding a quick adult education session that

will begin to grow the read-aloud as a family experience:

- build a display of books from the upper elementary–middle school section with pages marked for reading aloud
- distribute bookmarks with the hallmarks of a good read-aloud (reading with expression and inflection, pacing, etc.)
- demonstrate a read-aloud of an interesting excerpt
- invite parents to read a portion of their selections to one another or the whole group
- constructively critique each other's "performances"
- invite tweens to join adults to select a take-home read-aloud
- interact with families and aid in the selection process

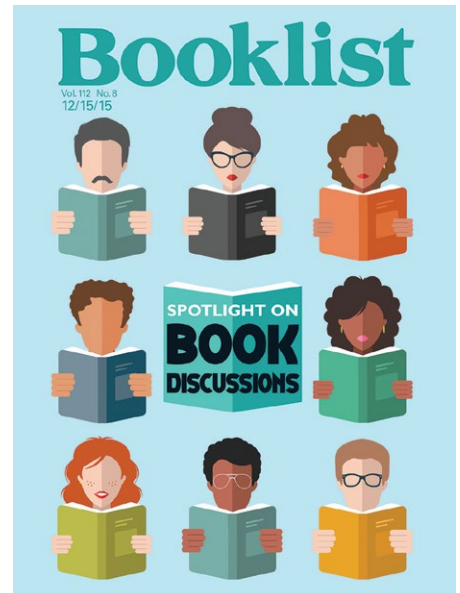
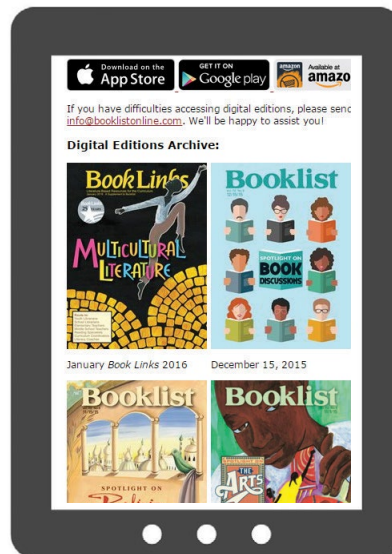
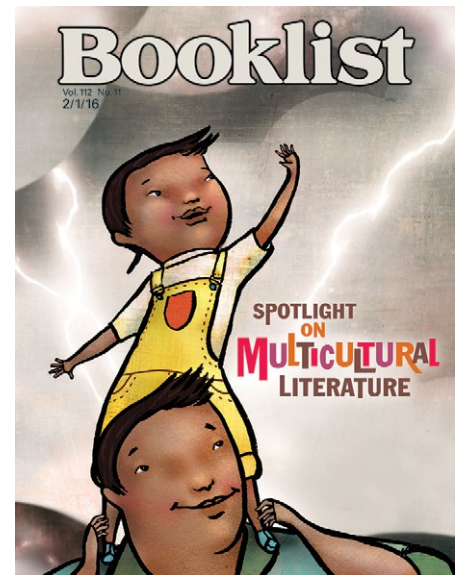
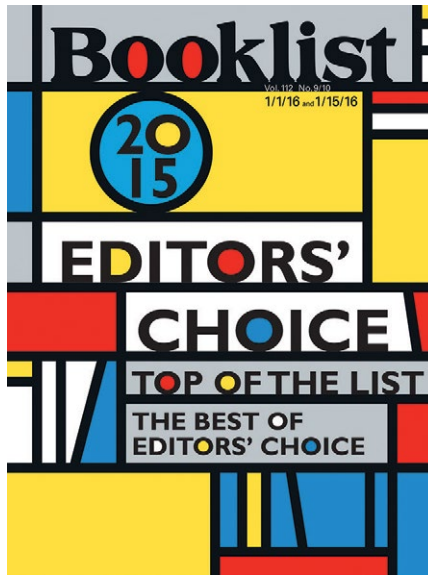
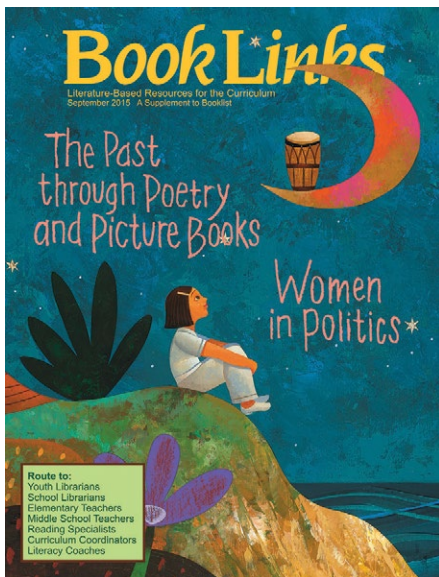
One small program can kick off a read-aloud tradition in your community. In my school we have senior volunteers who read aloud to our tween students. Sometimes students like to read aloud to our therapy dogs. Kids read to each other during the day. Our teachers prize the read-aloud as a fundamental part of their classroom.

When the written word becomes spoken, it is hard to contain. Imagine what that bookstore conversation could have been if the mother and daughter had read a few pages of Woodson's verse aloud. Libraries can transform the conversation around books in the home and throughout the community. ■

ERNIE COX is teacher-librarian at Prairie Creek Intermediate School in Cedar Rapids, Iowa.



The reasons we read aloud to kids remain compelling and meaningful as they age.



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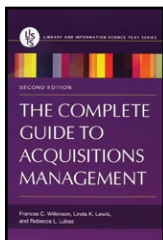
# Librarian's Library

## Understanding Acquisitions

by Karen Muller

**M**y first job in a library was in my college library's order department, verifying the bibliographic information for titles requested by the faculty. Listening to Miss Jacoby, the order librarian, think out loud about how to acquire those titles was my first introduction to the process of acquisitions. I learned about direct orders, blanket orders, approval plans, and what "in print" meant.

The textbook treatment, *The Complete Guide to Acquisitions Management*, 2nd edition, by Frances C. Wilkin-



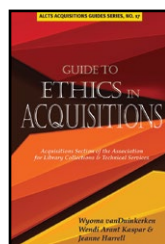
son, Linda K. Lewis, and Rebecca L. Lubas, covers the essentials of the purchasing process for monographs, serials, and digital items as

well as out-of-print and antiquarian materials. Several chapters focus on industry partners in the acquisitions process: the publishers and vendors who serve as the intermediaries between the publishers and the library. The authors also touch on ethics, the systems that support acquisitions, and functions such as binding that may be part of acquisitions in some libraries.

INDEXED. LIBRARIES UNLIMITED, 2015. 208 P. \$60. 978-1-6106-9713-2. (ALSO AVAILABLE AS AN EBOOK.)

*Guide to Ethics in Acquisitions*, by Wyoma vanDuinkerken, Wendi Arant Kaspar, and Jeanne Harrell, provides

a useful, brief history of the American Library Association Code of Ethics, along with a history of the development of the Statement on Principles



and Standards of Acquisitions Practice adopted by the Association for Library Collections and Technical Services (ALCTS) board of direc-

tors in 1994. The authors highlight the ethical issues an acquisitions librarian may face in the workplace—selecting titles, choosing the vendor used to acquire those resources, and managing the acquisitions budget. The final chapter covers confidentiality—this is not just of patrons but also of business information in connection with vendor selection, contracts, and pricing. ALCTS, 2015. 96 P. \$35. 978-0-8389-8701-8 (ALSO AVAILABLE AS AN EBOOK.)

Purchasing books from small presses and self-publishers has always been a challenge for the acquisitions librarian. What's new—and why *Self-Publishing and Collection Development: Opportunities and Challenges for Libraries* is so important—is the sheer number of such publications today. Editor Robert P. Holley began his research after hearing an NPR report stating that up to 75% of new titles are self-published. These are not the

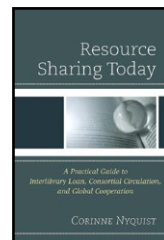


Listening to the order librarian work at my college library was my introduction to acquisitions.

vanity press titles of the past, but solid books authors have chosen for the indie route rather than an established channel. As such, the books do not gain entrée to the same reviewing and distribution routes, yet they are local authors, important alternative voices, and minority writers. Holley gathers essays on why these titles are important for library collections, how book vendors can be of help, where to find reviews, and perspectives from the indie author.

INDEXED. PURDUE UNIVERSITY PRESS, 2015. 198 P. \$29.95. PBK. 978-1-5575-3721-8

Related to acquisitions is resource sharing. No library can acquire everything its users might want, and librarians have developed cooperative processes to expand collection reach.

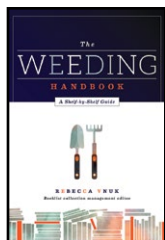


*In Resource Sharing Today: A Practical Guide to Interlibrary Loan, Consortium Circulation, and Global Cooperation*, Corinne Nyquist begins by looking

at what we learn (and don't learn) in library school. You do not learn how to do interlibrary loan (ILL), but you do learn its underpinnings: MARC and cataloging. She goes on to examine OCLC's role, the impact of serials

cancellations, copyright issues, costs, and the value of reference service in leading the patron to ILL. She also explores the link between resource sharing and acquisitions: when an item should be purchased rather than borrowed and how this relates to patron-driven acquisitions. One of the appendices sums up the needed knowledge: guidelines and laws, technology, customer service, assessment, education, and networking. INDEXED. ROWMAN AND LITTLEFIELD, 2014. 224 P. \$65. PBK. 978-0-8108-8803-6 (ALSO AVAILABLE AS AN EBOOK.)

Finally, we get to the other side of acquisitions: weeding. Rebecca Vnuk's *The Weeding Handbook: A Shelf-by-Shelf Guide* combines detailed explanations of how and when to weed the collection with practical and useful discussions on the hazards of weeding. Vnuk masterfully combines tips for effective



weeding and her own experiences in this definitive guide. Following some basic caveats—including the importance of keeping one's community informed—she reviews a possible timetable and considerations for each of the 10 Dewey classification areas. After pointers for weeding types of materials (reference, magazine, media), a sobering chapter titled “Weeding Gone Wrong” offers tips for engaging one's critics. The bulk of the book emphasizes applying the library's collection development plan to the process of weeding, using the plans, policies, and statements from six public libraries, two academic libraries, and a school library as examples. INDEXED. ALA EDITIONS, 2015. 216 P. \$45. PBK. 978-0-8389-1327-7 (ALSO AVAILABLE AS AN EBOOK.)

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

# THE BESTSELLERS LIST

THE TOP-SELLING BOOKS FROM ALA PUBLISHING  
(SINCE JANUARY 1, 2016)

## TOP 3 IN PRINT



### 1. *A Year of Programs for Millennials and More*

Amy J. Alessio, Katie LaMantia, and Emily Vinci

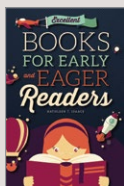
This handy guide specifically targets those on the cusp of the born-digital generation and their peers, offering up a year's worth of programming suitable for both public and academic libraries.



### 2. *More Storytime Magic*

Kathy MacMillan and Christine Kirker, with illustrations by Melanie Fitz

MacMillan and Kirker are back with an all-new assortment of original fingerplays, transitional rhymes, movement songs, flannel boards, sign language rhymes, and other activities to spice up storytimes for ages 2 and up.



### 3. *Excellent Books for Early and Eager Readers*

Kathleen T. Isaacs

Children's lit expert Isaacs offers 300 book recommendations for early able readers ages 4–10, homing in on writing that will challenge but not frustrate young readers.

## TOP 3 IN EBOOKS



### 1. *Our Enduring Values Revisited: Librarianship in an Ever-Changing World*

Michael Gorman

Inspirational yet clear-sighted, Gorman emphatically reaffirms the importance of libraries and librarians while proposing a path for future survival and growth.



### 2. *New on the Job: A School Librarian's Guide to Success, 2nd edition*

Hilda K. Weisburg and Ruth Toor

From job search strategies to the nitty-gritty of creating acceptable use policies, this book shares the joys and perils of the profession, along with practical advice from decades of experience in school library programs.



### 3. *Reinventing Reference: How Libraries Deliver Value in the Age of Google*

Katie Elson Anderson and Vibiana Bowman Cvetkovic, editors

This collection looks at trends that affect library policy and practice, and how public policy, economics, and popular culture will continue to affect those trends in the future.



## THE REAL X-FILES

### ARCHIVING THE UNEXPLAINED

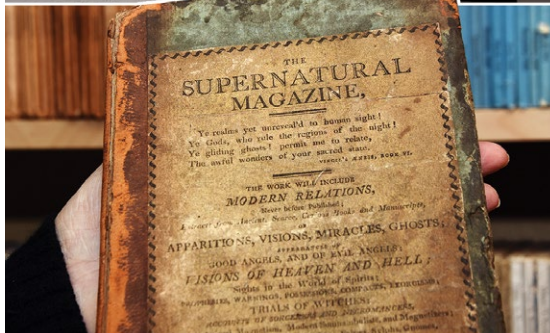
**O**n a residential street in Norrköping, Sweden, sits the Archives for the Unexplained (AFU). Its 30,000-volume collection is the world's largest repository devoted to such controversial topics as UFOs, ghosts, unusual natural phenomena, parapsychology, mysteries of the mind, conspiracy theories, and much more. Librarian Ingrid Collberg came to AFU in 2008 after retiring from the city library where she had worked for 34 years. "We acquire 5,000 new books a year, and they all are challenging because of their unusual topics and languages," says Collberg.

Director and archivist Anders Liljgren, who created AFU's specialized subject classification scheme, works with Collberg and more than 20 volunteers. "Since 1973, AFU has grown from a single bookshelf to a facility used by researchers from many countries," Liljgren says. "Ingrid's background in working with French materials is particularly valuable."

AFU also houses 50,000 issues of periodicals and 7,200 linear feet of news files (afu.se). ■

Clockwise from top: AFU Director Anders Liljgren and librarian Ingrid Collberg; UFO modeled after photos taken by US contactee George Adamski in the 1950s; the AFU library walls, decorated with UFO book covers; *The Supernatural Magazine*, published in Dublin in 1809; one of several alien models in the AFU archive.

*The Bookend showcases librarians, their work, and their work spaces. For consideration, please send press material to [americanlibraries@ala.org](mailto:americanlibraries@ala.org).*





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