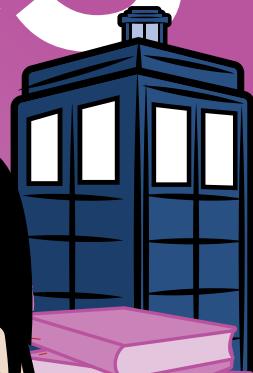


November/December 2016

american libraries

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION



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Meet Carla Hayden

p. 40

Be a Media Mentor

p. 48

PLUS: Snapchat, Midwinter Must-Dos,
and Presidential Librarian



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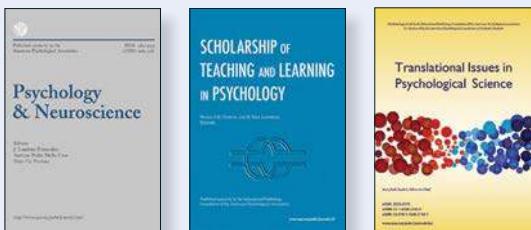
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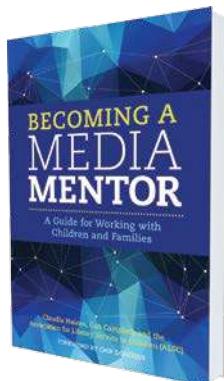


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BECAUSE OF YOU: LIBRARIES TRANSFORM



This fall, the American Library Association will launch our first association-wide fundraising campaign. We need your support to strengthen libraries through advocacy, professional development, and information policy efforts.

As you know, ALA brings the library community together to:

- Advocate for the tremendous value of school librarians
- Lobby for broadband access and freedom of information
- Provide thousands of scholarships, including programs that are focused on diverse communities
- Offer many other programs through divisions, offices, and round tables.

Help us Transform the Future by supporting ALA today.

Your gift to the American Library Association will help us keep working with community leaders, educators, and library workers—with and for you. Here's how to give:

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- Return the reply envelope you received with the ALA fall appeal
- Mail a check to: The American Library Association, Attn: Development Office, 50 East Huron Street, Chicago, IL 60611

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Laurie D. Borman

Where was fan fiction when I was growing up? I would have loved rewriting favorite TV shows and movies with like-minded aspiring authors. It's inspiring to learn about the connections between teen writers and librarians who love creating remix characters with the opportunity to share in groups at the library or online. Learn more about the fellowship of fanfic, as well as the bewildering vocabulary that accompanies the genre, in our story by Anne Ford on page 34.

You know what a mentor is, and you might be one for a colleague or student. There's another kind of mentor you can be as a librarian—a media mentor. You'll work with your patrons, helping them to navigate beyond the collection of books in your library to find audio, video, apps, and more in the digital sphere. Our excerpt from *Becoming a Media Mentor: A Guide for Working with Children and Families* by Claudia Haines, Gen Campbell, and the Association for Library Service to Children offers ideas and tips on page 48.

One of the happiest days in recent library history was when Carla Hayden, former ALA president and executive director of the Enoch Pratt Free Library in Baltimore, was confirmed as the new Librarian of Congress. Here at ALA, staffers were watching the confirmation ceremony and cheering for one of our own. Hayden shared her thoughts about her new role with *American Libraries* contributor Greg Landgraf in our feature on page 40. With her focus on technology and access to information, we know she's going to be a great success.

Whether you go to the Midwinter Meeting & Exhibits in January for the Youth Media Awards, networking, professional development, or even the meetings, be sure to check out the Midwinter Must-Dos on page 52. And if you're still on the fence about going to Atlanta, it just might help you decide to attend. There's still plenty of time to sign up, and we'd love to see you there!

In keeping with an election-month theme, we feature Meredith Evans, the director for the Jimmy Carter Presidential Library and Museum in Atlanta, on page 64. As a former travel writer, I've visited a number of presidential libraries, and this is a favorite of mine. Enjoy.

Laurie

I admit I like the museum part of a presidential library and museum as much as the library, but I don't pass up the gift shop, either, stocking up on books by and about the president to read on the plane home.

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What is your favorite artifact from a presidential library?

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The moon rock in the Clinton Library's replica Oval Office

The Buck Stops Here desk sign in Harry S. Truman's library

Honest Abe's stovepipe hat at the Lincoln Library

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Julie B. Todaro

The tenets of professions vary, but many professions require members to join and become active in at least one professional association. For librarians, library employees, and stakeholders, that's where we immediately stray into a variety of issues, including but not limited to: which associations to join, the costs of membership, the costs of activity, the benefits of membership, the benefits of activity, competition between associations for our interest and dollars, and an individual's institutional requirements for membership and activity.

We also can't leave out areas such as competitiveness within organizations for appointments and time, the question of whether one can make a difference in the profession through an association, and the need for one's values and ethics to be in sync with those of the association. And then there is the inevitable query: Is it even possible to agree with everything an organization does or says?

Let's look at the American Library Association (ALA). It is a massive, complicated structure, much like a cruise ship. You can choose to board it or not. You might pick a single theme or decide to experience many different aspects. It's so big that there is no chance you will see every inch of it. There are flat rates and add-ons. However, unlike cruise passengers, we aren't all going in the same direction. Often we're going in many directions, based on needs and desires.

ALA, however, offers more than just membership and opportunities for involvement and activity. It provides access to experts in many areas and at all levels; it speaks on behalf of members; it advocates at local, state, regional, and federal levels; and, in all of its services and resources, it offers extraordinary choices for meaningful contributions to the profession.

In addition, the choices offered are designed to help members make a difference at a wide variety of levels to diverse populations and in their own organizations. The reality is,

maintaining this entity for our eclectic profession requires money beyond membership dues. There are a myriad of opportunities to join, provide, and give with a great deal of specificity and detail. In fact, members can give to projects, offices, programs, divisions, committees, and departments in four categories:

- **ALA major initiatives:** Among these are ALA's advocacy and awareness campaign, future thinking, fighting censorship, disaster relief, information policy, memorials, and ALA's Allied Professional Association.
- **ALA scholarships:** More than 10 giving areas are focused on funding individuals and include allocations for basic education, general training, and specific content areas.
- **ALA divisions and offices:** More than 45 opportunities are available for giving. All divisions and offices have either general or specific areas, such as memorials, programs, and future thinking.
- **ALA round tables:** Fifteen round tables offer more than 30 opportunities for giving.

At the end of this year, ALA will focus on giving and specific opportunities. Several of those very broad-reaching opportunities are described below.

The 21st Century Fund provides general operating support for ALA and is for everyone. It helps to support entities working on special projects, emerging issues such as the Center for the Future of Libraries, and diversity, equity, and inclusion.

Public awareness of the value of libraries, coupled with recognition of the incredible ways that libraries are changing to respond to community needs, is critical in advocating for libraries and librarianship. In fall 2015, ALA launched the Libraries Transform campaign to provide libraries and other partners with the tools to share how libraries and librarians are transforming our communities. For this year's Giving Tuesday (November 29), the campaign will include "because" statements, explaining why the public should

The American Library Association offers extraordinary choices for meaningful contributions to the profession.

AT THE HELM: LEADING TRANSFORMATION



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support ALA and how they can help transform the library world:

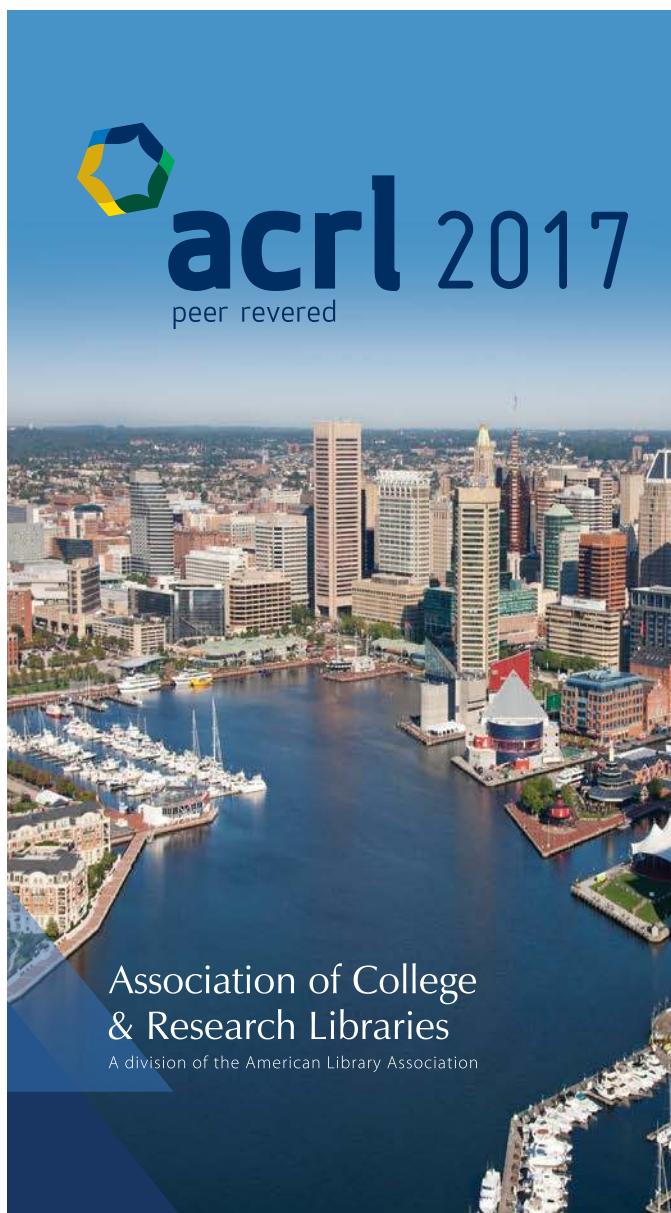
- Because ALA is working to help school libraries and librarians support students' success (ALA's work to push for the passage of the Every Student Succeeds Act [ESSA])
- Because ALA strives to keep information free and available to everyone (the work of the Washington Office and the Office for Intellectual Freedom)
- Because ALA trains and supports future library leaders (Spectrum and all other scholarships)
- Because ALA supports you (21st Century Fund support for new initiatives)

ALA's advocacy trainings include strategies for improving funding or dealing with specific legislation that has negatively affected libraries, as well as tactics for making the case for libraries in bad economic times. In fall 2016, ALA rolled out training in all 50 states to show school library advocates how to take advantage of the provisions laid out in ESSA. ALA's advocacy training encompasses goals such as empowering librarians, teaching library advocates, providing consistent messaging and an advocacy framework, and maintaining a mechanism for mentoring new advocates and a succession plan for advocacy.

The Spectrum Scholarship Program is celebrating 20 years of providing scholarships and promoting diversity in the library community. Spectrum works to increase the number of racially and ethnically diverse professionals working as leaders in the field to best position libraries and library professionals at the core of today's culturally diverse communities.

With this column, I am outlining the opportunities for giving and asking you to give—but also illustrating that we can truly make a difference in our profession through giving. **AL**

JULIE B. TODARO is dean of library services at Austin (Tex.) Community College.



Another reason why I ♥ John Green. Let's give teens some credit.

@LV2VEGOUT in response to our Banned Books Week-themed Noted & Quoted (Sept./Oct., p. 21)

Really liking this podcast!

ROMANY MANUELL in response to Dewey Decibel's sixth episode, "It Could Happen to You: Banned Books"

Start small. Collect locally. Eventually all will merge into a large digital library.

NELLIE MOFFITT in response to how we should be collecting digital data (The Scoop, Aug. 18)

Purpose and Practice

When speaking of the power of libraries ("The Purpose-Based Library," July/Aug., p. 26), we often mention the breadth of coverage across the country as an important factor. Yet there is a problem with this power. It is lack of unity of purpose.

Retail giants, such as McDonald's and Walmart, and cyberspace empires, like Amazon and Google, have a unity of purpose and a support system to deliver their offerings. Libraries have a market penetration that is the envy of many businesses, but as a business or service, their leadership is fragmented, and outlets lack consistent support across the country.

The American Library Association (ALA) works hard to provide unified leadership and direction for libraries. The problem is that leadership and direction can be ignored at the local level for any number of reasons, such as irrelevance to the community, lack of funding, or lack of interest—whereas any individual McDonald's or Walmart manager who ignores protocol does so at his or her own peril.

The lack of a consistent support system, particularly when it comes to funding, hurts the library "brand." Libraries serving wealthy communities can deliver a much higher level of service than those serving poorer communities. When we think of McDonald's and



Walmart, we know the products and services offered will be virtually identical regardless of the store's location. Can we say that of our libraries?

Libraries need to be more than purpose-based; they need to be purpose-driven. Strategic and tactical planning is one way to provide that purpose and appear purpose-based. What I suggest is using the more proactive term—with all necessary credit to pastor and author Rick Warren—"driven." The drive needs to create a cohesive direction and delivery of tangible support across all libraries to ensure consistent products and services.

Jimmie E. Epling
Hartsville, South Carolina

For our library—and others that I am familiar with—the addition of automated technologies, such as self-checkout, is not to eliminate librarians or personal interactions. It's quite the opposite, actually.

Automated assistance provides time for more meaningful interactions with our patrons. It gives staff members more opportunities to help our users find what they are looking for by meeting them in the library, away from "the desk." It allows for conversations and the creation of displays and programs that draw attention to the wide variety of materials that we have available. It gives staffers time to go out into the community, being part of local events and lending a hand when needed. And ultimately, it makes for a more satisfying work experience by providing variety and avenues for creativity.

Mindy Kittay
Altadena, California

ALA's Hometown Advocacy

ALA Executive Director Keith Michael Fiels recently reported on the Association's advocacy plan ("Advocacy School in

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Session,” Sept./Oct., p. 7) and the “bold course” it set for building support for local libraries, but his column went to press before he could report on the boldest action I have seen from ALA in years: letters sent by ALA President Julie B. Todaro and American Association of School Librarians President Audrey Church to the *Chicago Tribune* (trib.in/2cQGhmr) and the *Los Angeles Daily News* (bit.ly/2cYaLPi) calling out school leaders for decisions that reduce access to librarians in schools.

Since 2013, Chicago schools have suffered budget reductions resulting in the loss of more than half of the professional school librarian positions in the city, leading NPR to call librarians “a luxury Chicago Public Schools can’t afford” (n.pr/2caOMHV). To see school librarianship savaged in the city that ALA calls home has been an embarrassment for those of us who live, work, and send our children to school

here, and we have been waiting for ALA to publicly advocate for the members in its hometown. Todaro and Church, echoing support from the Illinois School Library Media Association, Illinois Library Association, and Chicago Teachers Union, have stepped up, and ALA’s support for our librarians means the world to those of us on the ground in the “city of readers.”

But this is not a problem unique to Chicago and Los Angeles, as school librarian positions have disappeared in many other hometowns. I look forward to seeing ALA leadership continue to speak out as clearly, forcefully, and publicly in these cases as they always have in response to cases of censorship and challenges to intellectual freedom. ALA must advocate for people as well as for principles because libraries transform nothing without librarians.

Scott Walter
Chicago

Printing Collaboration

Wow! Isn’t it amazing what people can do working together? Thanks for the positive story (“Printing for a Cause,” *The Scoop*, Aug. 9) on Katelyn and her new friends.

Cindy Costello
Champaign, Illinois

CORRECTIONS

In our “ALA Award Winners 2016” feature (Sept./Oct., p. 26), Sheila Umberger’s position was incorrectly identified. She is the library director of the Roanoke (Va.) Public Library.

In our Update section (Sept./Oct., p. 10), we mistakenly wrote the headline “ALSC Grant Sends School Librarians to ALA Annual.” We should have written “ALSC Grant Sends Children’s Librarians to ALA Annual,” which is more indicative of ALSC membership.

 Congrats to Paris-Bourbon County Library landing on the cover of @amlibraries.

@HARDINCOUNTYLIB in response to our 2016 Library Design Showcase cover (Sept./Oct.)

 Well said, as per usual, Joe!

DALE COLEMAN in response to Joseph Janes’s column on library advocacy (Sept./Oct., p. 24)

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Garcia-Febo, Grief Seek ALA Presidency

Loida Garcia-Febo, international library consultant and president of Information New Wave in Brooklyn, New York, and Terri Grief, school librarian at McCracken County High School in Paducah, Kentucky, are the candidates for the 2018–2019 presidency of the American Library Association (ALA).

Garcia-Febo has been an ALA member for 15 years and has served the library profession both domestically and internationally. Her nonprofit organization, Information New Wave, brings information access to underserved populations. Garcia-Febo has served on ALA Council since 2011 and was elected to the 2015–2018 ALA Executive Board. She has held numerous committee appointments within ALA, including the Committee on Diversity, the Intellectual Freedom Committee, and the Nominating Committee; she has chaired the International Relations Committee, the Intellectual Freedom Round Table, and the Committee on Membership meetings; and she is currently the chair-elect of the International Relations Round Table.

She is also very active in the International Federation of Library Associations and Institutions and the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking (Reforma).

“Libraries save lives,” said Garcia-Febo in an August 25 statement. “More than ever, we need strong libraries to foster stronger communities. I hold almost 20 years of library work and leadership experience. I have worked in a variety of libraries, including academic, public, school, and special libraries. As ALA president, I would bring focus to four important pillars: advocacy, diversity and inclusion, career development, and information policies. I am committed and energized to collaborate with ALA, its members, divisions, and partners for the advancement of our profession and the future of libraries. I look forward to working together with you as we take action to advance library concerns on the national agenda.”



Loida Garcia-Febo

Garcia-Febo received her MLS and BA in business education from the University of Puerto Rico. She is currently pursuing her PhD in information sciences at Long Island University.

An ALA member for 19 years, Grief served as 2013–2014 president of the American Association of School Librarians (AASL) and has been a member of ALA Council as the Kentucky chapter councilor (2003–2005), AASL division councilor (2010–2013), and councilor-at-large (2016–present). She served on the ALA Executive Board 2005–2009.

Grief’s ALA activities include serving as a member of the Committee on Literacy, the Intellectual Freedom Committee,



Terri Grief

and the Nominating Committee, and chair of the Training, Orientation, and Leadership Development Committee.

She has also served the AASL National Conference Committee in various capacities, including cochair of the committee in 2011; she was the 1999–2000 AASL Affiliate Assembly chair.

In addition, Grief served as the 2001–2002 president of the Kentucky Library Association, and the 1997–1998 president

of the Kentucky Association of School Librarians.

“I am humbled by this nomination,” Grief said in an August 25 statement. “ALA has been such an important part of my life and I would be honored to serve it as president.”

Grief holds an MA in educational administration and supervision and an MA in history, as well as a school library media certification, from Murray State University. She also holds a BA in library science and history from Western Kentucky University.

Garcia-Febo and Grief will engage in a candidates’ forum Saturday, January 21, during the 2017 ALA Midwinter Meeting & Exhibits in Atlanta. They will have an opportunity to make a statement and answer audience questions.

Ballot mailing for the 2017 ALA election will begin March 13 and run through April 5. Individuals must be members in good standing as of January 31, 2017, in order to vote in the 2017 ALA election. Visit ala.org/aboutala/governance/alaelection for more information. ●

ALA Lauds Funding Bill

ALA has praised a bipartisan bill that acknowledges and highlights the critical role that libraries play in communities across the US.

The Museum and Library Services Act of 2016 (S. 3391), introduced on September 23 by Senators Jack Reed (D-R.I.), Susan Collins (R-Maine), Thad Cochran (R-Miss.), and Kirsten Gillibrand (D-N.Y.), authorizes \$230 million for the Institute of Museum and Library Services (IMLS) to be distributed to states for library use. After input from library professionals across the country, a coalition of library groups led by ALA's Washington Office worked with the bill's lead cosponsors to include their recommendations in the bill.

"Libraries bring promise and opportunity to millions of people in every

corner of the country every day," ALA President Julie B. Todaro said in a September 23 statement. "We especially appreciate the enormous effort by the sponsors of the new Museum and Library Services Act to build a bipartisan bill to reauthorize federal library funding that can and should be approved before the current Congress adjourns later this year.

"The \$230 million authorized by this essential bill will continue to be distributed to virtually every state in the nation by IMLS to be used, in states' discretion, to offer library patrons everything from employment services and small business development assistance to free Wi-Fi to STEM programming and access to other costly resources such as academic journals," Todaro said. ●

OIF Launches Our Voices Diversity Initiative

Nine of the top 10 challenged books of 2015 were about diverse content, according to ALA's Office for Intellectual Freedom's (OIF) annual report detailing challenged books. In response to these challenges, OIF and ALA's Office for Diversity, Literacy, and Outreach Services has launched Our Voices, an initiative that offers to interested libraries a template to promote the growth of diverse, quality content in their collections.

The initiative includes steps and will document successful approaches to identify small, independent, and self-published content creators in the local region; connect with those content creators and other members of the reading community (especially independent

booksellers and readers) for conversations about diversity, equality, and the value of libraries; develop collections of reviewed, diverse quality content; get these collections into the local library collection; and allow other libraries to acquire these collections.

For additional information on the initiative, visit ourvoiceschicago.ala.org.

Apply Now for YALSA Summer Learning and Intern Grants

The Young Adult Library Services Association (YALSA) has opened applications for its 2017 summer learning resources and teen summer intern grants.

Thanks to funding from the Dollar General Literacy Foundation, 40 grants of \$1,000 each are available. Twenty summer learning resources grants will be awarded

CALENDAR

NOV.

Picture Book Month

picturebookmonth.com

NOV. 4-6

Young Adult Library Services Association Young Adult Services Symposium

| Pittsburgh
bit.ly/1xOnfhU

NOV. 8-10

Sharjah International Book Fair

sharjahbookfair.com

NOV. 17-20

Library and Information Technology Association Forum

| Fort Worth, Texas
forum.lita.org

NOV. 19

International Games Day

igd.ala.org

NOV. 30

I Love My Librarian Award ceremony

| New York
ilovelibraries.org/lovemylibrarian

JAN. 20-24

ALA Midwinter Meeting & Exhibits

| Atlanta
2017.alamidwinter.org

MARCH 6-12

Teen Tech Week

teentechweek.ning.com

MARCH 20-24

Public Library Association Leadership Academy

Portland, Oregon
bit.ly/2dVk7Mm

MAY 1-2

National Library Legislative Day

ala.org/advocacy/advleg/nlld

MAY 1-7

Choose Privacy Week

chooseprivacyweek.org



ALA Leadership Institute

Participants in the fourth annual ALA Leadership Institute pose with ALA Past President Maureen Sullivan (bottom left) at the Eaglewood Resort and Spa in Itasca, Illinois.

Led by Sullivan and Association of College and Research Libraries Content Strategist Kathryn Deiss, the immersive leadership development program, held August 8–11, covered topics such as leading in turbulent times, interpersonal competence, power and influence, the art of convening groups, and creating a culture of inclusion, innovation, and transformation.

For more information about the institute, including a list of 2016 participants, eligibility requirements, and an online application form, visit ala.org/transforminglibraries/ala-leadership-institute. ●

to libraries in need, allowing them to provide resources and services to teens who are English-language learners, struggling in school, or from socioeconomically challenged communities. Twenty teen summer intern program grants will be awarded to support the implementation of summer learning programs.

Applicants must be YALSA members and located within 20 miles of a Dollar General store. The summer learning programs must be administered through a library and open to all teens in the community.

The deadline for applications is January 1. To learn more and apply, visit summerreading.ning.com/page/summer-learning-grants.

How to Become a Petition Candidate in the ALA Election

Interested in running for ALA President-Elect or Councilor-at-Large but weren't approached by the Nominating Committee? You can get your name on the spring ballot by completing a petition form and obtaining the signatures of no fewer than 25 ALA current personal members.

A petition form may be created by going to ala.org/cfapps/epetition and following the instructions at bit.ly/1K1uQl4. In addition to the petition form, members must complete a Petition Candidate Biographical Information form, available at bit.ly/1V71aJz.

The petition form, along with the biographical information form, must be filed with the ALA Executive Director no later than 4:30 p.m. Central on December 7. For further details on the ALA election process, visit ala.org/aboutala/governance/alaelection.

Become a Mentor to an IMLS IFLA Grant Recipient

ALA is looking for internationally active, US-based librarians to mentor 50 librarians from diverse backgrounds who received Institute of Museum and Library Services (IMLS) grants to attend the 2016 International Federation of Library Associations and Institutions (IFLA) World Library and Information Congress (WLIC) in August.

The mentorship component of the grant will help recipients build on their IFLA WLIC experience by sustaining and amplifying their global professional engagement.

ALA will match mentors and mentees according to their interests. Mentors are expected to connect with mentees at least once a month from November 2016 to August 2017 to provide advice, recommend resources, and facilitate contacts.

If interested in being a mentor, sign up for the program by completing a brief information survey at surveymonkey.com/r/yptklcc.

PLA Offers Nine Awards for Excellent Public Library Service

The Public Library Association (PLA) is offering nine awards and grants that highlight the best in public library service and honor those who bring innovation, creativity, and dedication to public libraries.

An award jury appointed by PLA President Felton Thomas Jr. will review each nomination. Winners will be announced in February, and the awards will be pre-

sented at the 2017 ALA Annual Conference and Exhibition in Chicago.

For detailed information on each of the awards and eligibility requirements, visit bit.ly/2dm76d4.

ALCTS Seeks Continuing Resources Awards Nominations

Nominations are being accepted for the 2017 Association for Library Collections and Technical Services (ALCTS) awards for outstanding achievement and promise in the field of serials and continuing resources. The two \$1,500 awards are presented by the Continuing Resources Section of ALCTS.

The First Step Award honors an individual who shows outstanding promise in the field of serials, while the Ulrich's Serials Librarianship Award recognizes an individual whose work represents the finest achievements in research, collaboration, creative work, leadership, and service.

The deadline for nominations and supporting materials is December 1. For more information on the awards and for submission information, visit bit.ly/2daAuX5.

ACRL Updates Its Scholarly Communication Toolkit

ACRL has released a new version of its Scholarly Communication Toolkit, updated with new and revised content and hosted through Springshare's LibGuides.

Developed and maintained by the ACRL Research and Scholarly Environment Committee, the toolkit provides content and context on a range of scholarly communications topics and offers resources and tools for practitioners. The updated toolkit now features sections on topics such as fair use, public access mandates, and library publishing in addition to more fully developed sections on open access publishing and repositories.

The ACRL Scholarly Communication Toolkit is available online for free and licensed through Creative Commons at acrl.libguides.com/scholcomm/toolkit.

Travel Grants Available for ALA Annual Conference

ALA offers many grants to librarians who plan to attend the 2017 ALA Annual Conference and Exhibition in Chicago. Some require ALA or division membership while others are open to a larger audience. For a full list of grants, visit the ALA Awards Database at bit.ly/1xH4cXK.

Baker & Taylor Conference Grant

Award amount: \$1,000; must be YALSA member to apply.

Deadline: December 1.

Two grants are available for librarians who work with young adults and who have never attended an ALA Annual Conference. One grant is given to a school librarian and one grant is given to a librarian whose focus is public libraries. Administered by YALSA and sponsored by Baker & Taylor.

Business, Reference, and Services Section (BRASS) Morningstar Public Librarian Support Award

Award amount: \$1,250; must be ALA and RUSA BRASS member to apply.

Deadline: December 9.

Offers funds and a citation to a public librarian who has performed outstanding business reference service and who requires financial assistance to attend the ALA Annual Conference. Sponsored by Morningstar.

First Step Award

Award amount: \$1,500.

Deadline: December 1.

Provides librarians new to the continuing resources field with the opportunity to broaden their perspective and encourages professional development at the conference and participation in Continuing Resources Section activities. Administered by ALCTS's Continuing Resources Section and sponsored by the Wiley Professional Development Grant.



Jan Merrill-Oldham Professional Development Grant

Award amount: \$1,250; must be ALA member to apply.

Deadline: December 1.

Presents funds and a citation to a librarian, a paraprofessional who has preservation responsibilities, or a person currently enrolled in a preservation-related graduate program with the opportunity to attend the ALA Annual Conference. Administered by ALCTS's Preservation and Reformatting Section and sponsored by the Library Binding Council.

Zora Neale Hurston Award

Award amount: \$1,250; must be ALA member to apply.

Deadline: December 9.

Honors an individual who has demonstrated leadership in promoting African-American literature. The winner receives funds to support travel, a plaque, tickets to United for Libraries' Gala Author Tea, and a set of Hurston's books. Administered by the Reference and User Services Association and sponsored by HarperCollins. ●

ALA Launches 45-115 Initiative

On October 4, ALA announced an initiative to promote the capacity of libraries to advance our nation's goals to leading federal policymakers.

Named after the next US president (the 45th) and the next US Congress (the 115th), the 45-115 ALA Federal Initiative will position US libraries and library professionals as invaluable team members in setting federal policy and moving our nation forward in the digital age.

Created by ALA President Julie B. Todaro, the bipartisan effort will build on ALA's Libraries Transform national campaign's focus on raising public awareness of library innovation and the value of librarians as experts in their fields.

"Our new 45-115 Initiative is designed to provide resources and assistance to presidential candidates and their respective transition teams as well as members of Congress and their staff on the campaign trail as they prepare for the leadership of our nation," Todaro said in an October 4 statement. "The more we can get our people, our facilities, and our patrons in front of policymakers, the easier it is to demonstrate how strong libraries make strong communities."

45-115 is being led by ALA Past President Courtney Young with support from political consultant Jenny Backus. Materials and messaging are being developed for advocacy use with the incoming administration, the transition teams, and Congress. Advocacy efforts include library-requested meetings and submitting ALA materials to relevant staffers, as well as working to have library professionals or library interests included in state and local events organized by the campaigns and others.

For more information, visit bit.ly/45-115. ●

Coretta Scott King-Virginia Hamilton Award Noms Sought

ALA is accepting nominations for the Coretta Scott King-Virginia Hamilton Practitioner Lifetime Achievement Award. The award honors youth advocates whose activities, work, or career engage students in the reading of award-winning African-American literature for children and young adults, and who have made significant contributions to champion youth reading and engagement with African-American literature.

The award is named for the late children's author Virginia Hamilton, recipient of the 1983, 1986, and 1996 Coretta Scott King Book Awards, the 1974 National Book Award, and the 1975 John Newbery Medal. In 1994, she was awarded the Hans Christian Andersen Award for the body of her work. She was named a fellow of the John D. and Cath-

erine T. MacArthur Foundation in 1995.

The winner will be announced on January 23 during the ALA Youth Media Awards at the 2017 ALA Midwinter Meeting & Exhibits in Atlanta and will be honored at the Coretta Scott King Book Awards Breakfast during the 2017 ALA Annual Conference and Exhibition in Chicago. The winner will receive a medal and a \$1,500 cash award.

Nominations will be accepted through November 14. All nominees must be living at the time of the award to be considered.

To view the award criteria and submit a nomination, visit ala.org/emiert/ckshamilton-submit.

Nominations Open for Inaugural Mentorship Award

The ALA Gay, Lesbian, Bisexual, and Transgender Round Table (GLBTRT) and Government Documents Round

Table (GODORT) are seeking nominations for the inaugural Larry Romans Mentorship Award.

Named for the late Larry Romans, head of government information and media services at Vanderbilt University's Central Library from 1983 to 2014, the award recognizes librarians who, through sustained mentoring efforts, have made a difference in the library profession. Romans mentored numerous librarians at Vanderbilt University, where he worked for over 30 years. He was also a leader and mentor in the Tennessee Library Association and served on ALA Council for 23 years.

The award consists of a citation and \$1,000 and will be presented at the GODORT Awards Program at the 2017 ALA Annual Conference and Exhibition in Chicago. Recognition of the recipient will also take place at the beginning of the Stonewall Book Awards Program at the conference.

The deadline for applications is December 1. For more information, visit ala.org/glbtrt/larry-romans-mentorship-award.

ALCTS Seeks Nominations for 2017 Ross Atkinson Award

Nominations are being accepted for the 2017 ALCTS Ross Atkinson Lifetime Achievement Award.

The award recognizes a library leader who has demonstrated exceptional service to ALCTS and its areas of interest. Selection is based on accomplishments as they relate to leadership in ALCTS, including contributions to professional literature and exemplary research in ALCTS areas; leadership in other professional associations at the local, state, regional, or national level; acknowledgment as a leader in and by the library community at large; and recognition of achievements.

The award winner receives a citation honoring his or her contributions and a stipend of \$3,000 donated by EBSCO.

To nominate a candidate, send the nominee's name, address, phone number, and email address; a statement

outlining his or her qualifications; and your contact information to Jury Chair Brian Schottlaender at becs@ucsd.edu.

The deadline for nominations is November 18. Nominees must be ALCTS members. Self-nominations will not be accepted.

PLA Midwinter Institute Offers Social Justice Training

PLA is offering an interactive institute January 20, 2017, at the ALA Midwinter Meeting & Exhibits in Atlanta.

“Partnering with Law Enforcement to Advance Social Justice: A Train-the-Trainer Event for Public Libraries” will be presented by Andrea Blackman, division manager for the special collections division of the Nashville (Tenn.) Public Library and coordinator of the library’s nationally recognized Civil Rights Room and Collection.

Using Nashville’s civil rights training partnership with law enforcement agencies as an example, this institute will offer strategies on using history as a gateway to discussing today’s complex community dynamics.

For more information, visit bit.ly/2dOQZFs.

Expand Your Graphic Novel Collection with an Eisner Grant

ALA and the Will and Ann Eisner Family Foundation are accepting applications for the 2017 Will Eisner Graphic Novel Grants for Libraries, which recognize libraries for their role in the growth of graphic literature.

The Will Eisner Graphic Novel Grants for Libraries comprise two grants: The Will Eisner Graphic Novel Growth Grant provides support to a library that would like to expand its existing graphic

novel services and programs, and the Will Eisner Graphic Novel Innovation Grant provides support to a library for the initiation of a graphic novel service or program.

Each recipient receives a \$4,000 program and collection development grant, a collection of Eisner’s works and biographies, and a set of the graphic novels nominated for the 2017 Will Eisner Comic Industry Awards at Comic-Con International.

The grant award includes a stipend for a library representative to travel to the 2017 ALA Annual Conference and Exhibition in Chicago to receive recognition from the Will and Ann Eisner Family Foundation.

The submission deadline is January 20. More information and an application can be found at ala.org/gamert/will-eisner-graphic-novel-grants-libraries. 



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2016 ALA Nominating Committee Council Candidates Announced

The ALA Nominating Committee nominates candidates from among the general membership for members-at-large of Council (annually). Individuals who are not selected by the Nominating Committee may run for office by petition.

Individuals interested in running for ALA Council by petition have until 11:59 p.m. Central time on December 7 to file an electronic petition with the ALA executive director. The petition must have the signatures of no fewer than 25 ALA current personal members. An additional form containing biographical information and a statement of professional concerns must be submitted electronically with the petition. Instructions for filing petitions and additional voting information can be found at ala.org/aboutala/governance/alaelection.

Hilary Albert
Librarian II
Mahopac (N.Y.) Public Library

Celia Avila
Senior Librarian
Los Angeles Public Library

Robert E. Banks
Chief Operations Officer
Topeka and Shawnee County
(Kans.) Public Library

Latrice Booker
Coordinator of Library
Instruction
Indiana University
Northwest, Gary

Vivian Bordeaux
Customer Service Librarian
Bridgeport (Conn.)
Public Library

Steve Brantley
Head of Reference Services/
Associate Professor
Eastern Illinois University,
Charleston

Elissia Buell
Librarian II
San Diego Public Library

Nick Buron
Chief Librarian
Queens (N.Y.) Library

Nan B. Carmack
Director
Campbell County (Va.)
Public Library System

Matthew P. Ciszek
Head Librarian
Penn State Shenango
Sharon, Pennsylvania

John C. DeSantis
Cataloging and Metadata
Services Librarian
Dartmouth College
Hanover, New Hampshire

Emily Drabinski
Coordinator of Instruction
Long Island University
Brooklyn, New York

Megan Elizabeth Drake
Implementation Consultant
Ex Libris
Portland, Oregon

Tanya D. Finchum
Professor/Librarian
Oklahoma State University,
Stillwater

Edward Garcia
Library Director
Cranston (R.I.) Public Library

Karen Weyher Gavigan
Associate Professor,
School of Library and
Information Science
University of South
Carolina, Columbia

Martin J. Gomez
Vice Dean
University of Southern
California, Los Angeles

Rhonda K. Gould
Consultant
By the Book Library Consulting
Tacoma, Washington

Dolly Goyal
Director
Los Gatos (Calif.) Public Library

Susan F. Gregory
Director
Bozeman (Mont.) Public Library

Catherine Hakala-Ausperk
Teacher/Consultant
Libraries Thrive Consulting
Chagrin Falls, Ohio

Dorcas Hand
Director of Libraries
(Retired), Annunciation
Orthodox School
Houston

Sam Helmick
Public Services Librarian
Burlington (Iowa) Public Library

Peter Hepburn
Head Librarian
College of the Canyons
Santa Clara, California

Dora T. Ho
Young Adult Librarian
Los Angeles Public Library

Mary Anne Hodel
Director/CEO
Orange County (Fla.)
Library System

Cinthya Maria Ippoliti
Associate Dean for Research
and Learning Services
Oklahoma State University
Libraries, Stillwater

Grace M. Jackson-Brown
Library Faculty/
Associate Professor
Missouri State University
Libraries, Springfield

Susan L. Jennings
Dean of Library Services
Chattanooga (Tenn.) State
Community College

Kyla M. Johnson
Librarian Teacher
Farmington (N. Mex.)
High School

**KYmberly mieshia
dionne Keeton**
Academic Librarian and
Assistant Professor
of Library Science
Lincoln University
Jefferson City, Missouri

Lynda Kellam
Data Services and Government
Information Librarian
University of North Carolina
at Greensboro

Rebekah D. Kilzer
Director of Member Education
OCLC
Dublin, Ohio

Anita Kinney
Program Analyst
United States Access Board
Washington, D.C.

Em Claire Knowles
Assistant Dean for Student
and Alumni Affairs
Simmons College
School of Library and
Information Science
Boston

Robin Fogle Kurz
Assistant Professor
School of Library and
Information Management
Emporia (Kans.) State
University

Paula S. W. Laurita

Executive Director
Athens-Limestone (Ala.)
Public Library

Jennifer L. Longee

Librarian
Durham (N.C.) Academy

Lisa L. Longmire

Librarian
Kitsap Regional Library
Bremerton, Washington

David Lopez

Librarian
Santa Ana (Calif.) Public Library

Jennifer Rose Luetkemeyer

Assistant Professor
Appalachian State University
Boone, North Carolina

Andrew Paul Mangels

Director
Westlake (Ohio) Porter
Public Library

Bryan J. McCormick

Director
Hedberg Public Library
Janesville, Wisconsin

Sarah Marie McHone-Chase

Head of User Services
Northern Illinois
University, DeKalb

Chulin Meng

Director of Library Technology
Lehigh University
Bethlehem, Pennsylvania

Joe Mocnik

Director of University
Library/Professor
Georgia College and State
University, Milledgeville

Larry Neal

Library Director
Clinton-Macomb Public Library
Clinton Township, Michigan

Juliana Nykolaiszyn

Associate Professor/Librarian
Oklahoma State University,
Stillwater

Gina Persichini

Technology & Access
Services Consultant
Idaho Commission for
Libraries, Boise

Liz Philippi

Manager of Library
Media Services
Houston Independent
School District

Abigail Leigh Phillips

Doctoral Candidate
Florida State University,
Tallahassee

Scott Piepenburg

Head of Cataloging
Valdosta (Ga.) State University

Brenda Pruitt-Annisette

Assistant Professor and
Coordinator of School
Library Programs
Chicago State University

Raymond Pun

First Year Student
Success Librarian
California State
University, Fresno

Renna Tuten Redd

Interlibrary Loan Librarian
Clemson (S.C.) University

Stevio Roksandic

Regional Director of
Library Services
Mount Carmel Health
Sciences Library
Columbus, Ohio

John C. Sandstrom

Associate Professor/
Acquisitions Librarian
New Mexico State
University, Las Cruces

Lindsay C. Sarin

Director of Academic
Programs, College of
Information Studies
University of Maryland,
College Park

Joel D. Shoemaker

Library Director
Oakwood (Ill.) Public
Library District

Jahala Simuel

Reference Librarian/
Adjunct Professor
Shaw University
Raleigh, North Carolina

Daniella Smith

Associate Professor,
Department of Library and
Information Sciences
University of North
Texas, Denton

Steven Escar Smith

Dean
University of Tennessee
Libraries, Knoxville

Amy Steinbauer

Children's Librarian
District of Columbia
Public Library

James Kevin Teliha

Director of the Library and
Learning Commons
Utica (N.Y.) College

Lettycia Terrones

Education Librarian
California State University,
Fullerton

Sarah J. Thornbery

Teacher-Librarian
Springboro (Ohio)
Community City Schools

Gail Tobin

Branch Coordinator
Schaumburg Township
District Library, Hanover
Park (Ill.) Branch

Cecilia N. Tovar

Principal Librarian Branch
and Public Services
Santa Monica (Calif.)
Public Library

Tammy Renee Turner

High School Library
Media Specialist
Centennial High School
Frisco, Texas

Julia Warga

Director for Research
and Instruction
Kenyon College
Gambier, Ohio

Erica Ann Watson

Librarian
Art Institute of California,
San Francisco

Cynthia M. Whitacre

Manager, WorldCat Quality
OCLC
Dublin, Ohio

Amanda J. Wilson

Director, National
Transportation Library
US Department of
Transportation
Washington, D.C.

Charles Wilt

Executive Director (Retired)
Association for Library
Collections and
Technical Services
Chicago

Christian Zabriskie

Branch Administrator
Yonkers (N.Y.) Public Library

2017 Election Dates

Ballot emailing for the 2017 ALA election will begin March 13. The election will close April 5. Individuals must have renewed their ALA membership by January 31, 2017, to be eligible to vote.



TRENDS



Claudia Alstrom, president of the Adult Library Garden Club at Sacramento (Calif.) Public Library's Rancho Cordova branch, teaches children about vegetables in the Read and Feed garden.

Library to Farm to Table

Public libraries increasingly offer food production programs

BY Timothy Inklebarger

Patrons are rolling up their sleeves and getting dirty with the offerings cropping up at public libraries across the country—farms, gardens, orchards, and food-literacy classes, to name a few—and librarians say the grow-it-yourself movement is only expanding.

For some libraries serving vulnerable populations, food-producing gardens and nutrition initiatives are born out of necessity. Others have launched programs to advance the causes of sustainability and education.

When David Mixdorf was named director of the South Sioux City (Neb.) Public Library in 2009, he was well positioned to establish the library's first community garden. Mixdorf grew up on an organic farm and has worked the land in one form or another his entire life. "We've saved seeds in my family for years and years," he says.

In 2009, the library was already giving out seeds to patrons. Within Mixdorf's first year as director, he established the community garden on nearby private property donated by the library's Friends group.

Mixdorf says it was a practical addition to the library's traditional services, as many area residents are blue-collar workers who live in food deserts, where grocery stores lie far away and nutritional food options are scarce. He says his library's extensive program has come together through a mix of volunteers and residents paying the city \$10 to \$15 annually for the garden plots. "The majority of them get used every single year," he says.

The program has grown steadily and now consists of two gardens

Patrons at the South Sioux City (Neb.) Public Library can check out canning equipment.

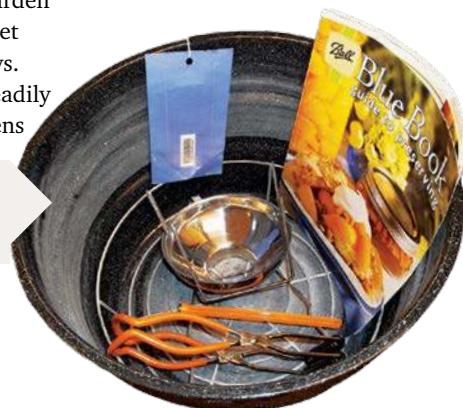
with a combined 60 plots; an orchard with more than 200 apple and fruit trees, berry bushes, beehives, and a section for native prairie flowers; and roughly 20 classes a year on gardening, canning—yes, you can check out canning equipment from the library—and grafting, among other subjects.

Mixdorf says the library donated 9,000 pounds of produce grown on its premises last year through South Sioux City's volunteer-run Voices for Food program.

Food literacy and access to healthy meal options are also pressing issues in Sacramento, California, according to Jill Stockinger, supervisor of the Rancho Cordova branch of the city's library system.

"Over 60 percent of children in schools in our neighborhood are under the poverty level and qualify for free breakfast and lunch programs," she says, noting that more than half of the children in the community are obese.

The first Read and Feed Teaching and Demonstration Garden was launched at the library system's Colonial Heights branch in 2011 with a \$13,000 grant from the Junior League of Sacramento. A second garden was built at



Photos: Sacramento (Calif.) Public Library (garden); South Sioux City (Neb.) Public Library (canning)

Rancho Cordova the following year, Stockinger says. Both areas that the branches serve are considered food deserts.

Rancho Cordova serves 600 children annually, along with roughly 400 parents “who watch and sometimes help,” according to Stockinger. More than 100 children and adults attended the library’s March Feed and Read program, according to Stockinger.

Additionally, the library has partnered with the California-based Food Literacy Center—which offers food education programs in California public schools—to provide monthly healthy-eating classes at the Rancho Cordova branch. Testimonials from parents have bolstered the library’s programming efforts, Stockinger says.

“One parent said, ‘My child had never eaten broccoli before, but he grew it and now he wants to eat it.’”

While some food production and nutrition programs have developed out of a need to make food more accessible, others are a result of patrons simply wanting to learn more about growing their own food.

Jill Youngs, manager of the Cicero branch of the Northern Onondaga (N.Y.) Public Library, says her organization’s LibraryFarm program was started about five years ago “because it was fun.”

About 35 to 50 “plotters,” as they are called, run the library garden as volunteers, she says. “It’s very organic,” Youngs jokes. “It depends on who shows up and with what tools.”

She says patrons in her community have a general commitment to sustainability, but the program has also resulted in the donation of “well over 200 pounds of fresh produce” to local food pantries.

“Some people don’t have the space [for their own garden], and some people just want to learn,” Youngs says. The library has strengthened its program by adding classes such as “Beekeeping 101,” “Putting Up Your Harvest,” and “Organic Pest Control.”

Youngs, as well as her counterparts in Sacramento and South Sioux City, says she is frequently contacted by library administrators across the country looking to start their own food-producing gardens.

At least one library administrator, however, is looking toward the future of the library as a farm.

Jodi Shaw, coordinator for the American Library Association’s Sustainability Round Table, has been working to bring farms to the rooftops of libraries throughout Brooklyn, New York. Shaw, a children’s librarian for Brooklyn Public Library (BPL) who is working independently of the library system in her research, says BPL has 60 branches with viable rooftop space, or what amounts to approximately 138 acres of farmland right in the heart of the city.

She acknowledges that her “radical idea” would take massive resources or partnerships with existing rooftop farming operations to make such a program a reality. She’s been closely watching Bright-Farms, Brooklyn Grange, and Eagle Street Rooftop Farm—three operations running rooftop farms in New York—for ideas and opportunities.

“It would take a lot for libraries to convince people to do this,” she says. “The goal is to get every citizen in Brooklyn producing their own food.” **AL**

TIMOTHY INKLEBARGER is a freelance writer based in Chicago.

BY THE NUMBERS

Presidential Libraries



643

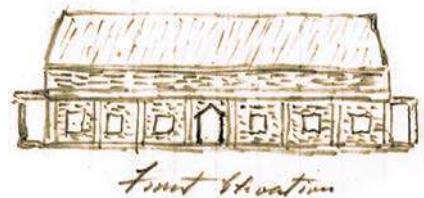
Number of hours of recorded telephone conversations the Lyndon Baines Johnson Library and Museum has collected. The conversation topics range from the assassination of JFK to dealing with the USSR.

26 million

Number of pages of historical records and papers preserved in the Dwight D. Eisenhower Presidential Library. These documents provide insight into the Cold War and the creation of the Interstate Highway System.

1939

Year the Presidential Library system began. Franklin D. Roosevelt donated his presidential and personal documents to the federal government.



Roosevelt’s 1937 sketch of the library.

1

Number of presidential libraries housed in a public library. The Calvin Coolidge Presidential Library and Museum is located in the Forbes Public Library in Northampton, Massachusetts.



The Salt Lake City Public Library's shared space includes a library store, art gallery, hair salon, florist, public radio station, and coffee shop.

A Balancing Act

Shared spaces in libraries

BY Kaitlin Throgmorton

Imagine walking into a building and seeing a florist, a hair salon, and an art gallery. Would you guess you're in a library?

Probably not, but at the Salt Lake City Public Library, that's exactly what you'll encounter. "Having any of these within a flagship library is a unique arrangement," says Andrew Shaw, the library's communications manager. In addition, a café, a coffee shop, a public radio station, a writing center, and a library store occupy the first floor, steps from the main library entrance.

While the library is the main focus, this mixed-use space "gives each visitor a sense of destination, of experience," says Shaw.

What first attracted Lyndon Tan, owner of The English Garden flower shop, to the library? "The idea of community and retail coming together," he says. His business has been at the library since its inception, and in that time, Tan has watched as "this new library

really became the living room of the community."

Through the library, the shop also offers classes on flower arrangements and gardening. Then, too, the location has given the business lots of exposure. "We get a lot of walk-in traffic," he says.

Shared space in the college library

Community and commodity regularly intersect on college campuses, and North Carolina State University (NCSU) is no exception. NCSU's main library, the D. H. Hill Library, has housed a coffee shop and an ice-cream parlor for more than a decade, so when the university began planning the James B. Hunt Jr. Library, the notion that it, too, would contain shared space was already a given.

Two spaces inside the new library offer important amenities: Common Grounds Café, owned by the university dining system, and the Institute for Emerging

Issues (IEI), a nonpartisan public-policy organization developed by the state governor for whom the library is named.

To encourage library use, students are allowed to bring food and drink inside. "If you walk through Hunt Library at 6 or 7 at night, you'll see pizza boxes," says Chris Tonelli, director of communication strategy for NCSU libraries.

The IEI provides traffic and essential event space to the library. "As much as we like to think that everyone knows about Hunt Library," not everyone knows that "IEI does all sorts of events with people from all over the place, from young school-children to big conferences," says Patrick Deaton, associate director of learning spaces and capital management for NCSU Libraries.

Library as "third place"

For more than 20 years, the citizens of Austin, Texas, have yearned for a bigger, more modern central public library. "We have a vibrant and rapidly growing city here, and we have all kinds of people who expect all kinds of services," says John Gillum, Austin Public Library facilities process manager. With the planned grand opening ceremony of the New Central Library in April or May 2017, those services will finally be available.

Planned amenities include a restaurant, bookstore, art gallery, rooftop garden, event forum, and bike corrals with an attached repair shop for the convenience of patrons arriving via the adjacent hike-and-bike trail. While tenant contracts are still in the works, Gillum promises the spaces will be "hip and happening," adding that the library will

have “the best public city views” anywhere in Austin.

“Our world is changing rapidly,” says Gillum. “[The library] has become a great third place between work and home, where everyone is entitled to go.” Much as Salt Lake City’s library can be thought of as a living room, Gillum envisions the Austin Public Library as a civic center of sorts. “We are becoming the town hall for people to interact with each other,” he says.

The challenge of mixed-use environments

Though shared space within libraries can bring many boons, it comes with challenges, too.

Several times a year at NCSU, representatives from the library, café, and several other areas meet to discuss building logistics. “I think

we do benefit from sitting down with everybody who has space in the building on a regular basis and making sure we’re all aware of what’s going on,” says Deaton.

As a retailer attached to a public entity, Tan, the florist in the Salt Lake City library, notes that politics sometimes come into play. He also cautions that the library sometimes attracts people who aren’t conscious about their environment. “They sometimes need a little extra help, and if you’re not willing to put up with that, the library might not be the place for you,” he says. Overall, though, Tan values what he calls a “symbiotic relationship” with the library.

In Austin, Gillum agrees that being part of a government agency can create additional hurdles. “If we weren’t a bureaucracy, it’d

“We are becoming the town hall for people to interact with each other.”

JOHN GILLUM, Austin Public Library facilities process manager

probably be easier to strike one of these agreements [with tenants],” he says. “But you know, everyone wants us to be a success,” he adds.

For Shaw, a library like Salt Lake City’s showcases what public libraries are really about. “It takes a whole new set of skills, and a whole new understanding of what it is to be a good landlord,” he says. “But I also think it’s just really worth it.” **AL**

KAITLIN THROGMORTON is a freelance writer based in Raleigh, North Carolina.

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Snapchat in the Library

Librarians master an app to reach millennials

BY Paige
Alfonzo

Much has changed in the five years since Snapchat arrived on the social media scene. It's no longer the fledgling "disappearing message app" used solely by teens. Snapchat is now the poster child for the message-focused social media apps that are growing in popularity among young users. It's a platform that emphasizes interaction, capitalizing on the playful side of social media and providing a way for users to send

multimedia messages ("snaps") back and forth between friends.

The ability to chat with your friends, use filters, toss in an emoji, and showcase your lighthearted side are some of the many reasons millennials have flocked to this platform. This mass migration of millennials to Snapchat has made librarians sit up and take notice. Library Snapchat accounts have begun popping up over the past year, and the librarians behind these accounts are finding innovative ways to reach their patrons.

Jennifer Eckert, librarian at Leon Springs Elementary School in San Antonio, finds Snapchat to be "most popular with kids in 4th and 5th grade." Academic, public, and school librarians alike are finding ways to get creative with Snapchat.

Readers' advisory

Alanna Graves, teen services librarian at Cape May County (N.J.) Library, started using Snapchat for the library's #TeenBookTuesday in November 2015. "Since introducing #TeenBookTuesday we have seen our featured books get checked out within a week after our snaps. It's also a great way to

interact with patrons. My desk is a little hard to find, but since we introduced Snapchat, patrons now make a beeline for my desk because they remember my face," Graves says.

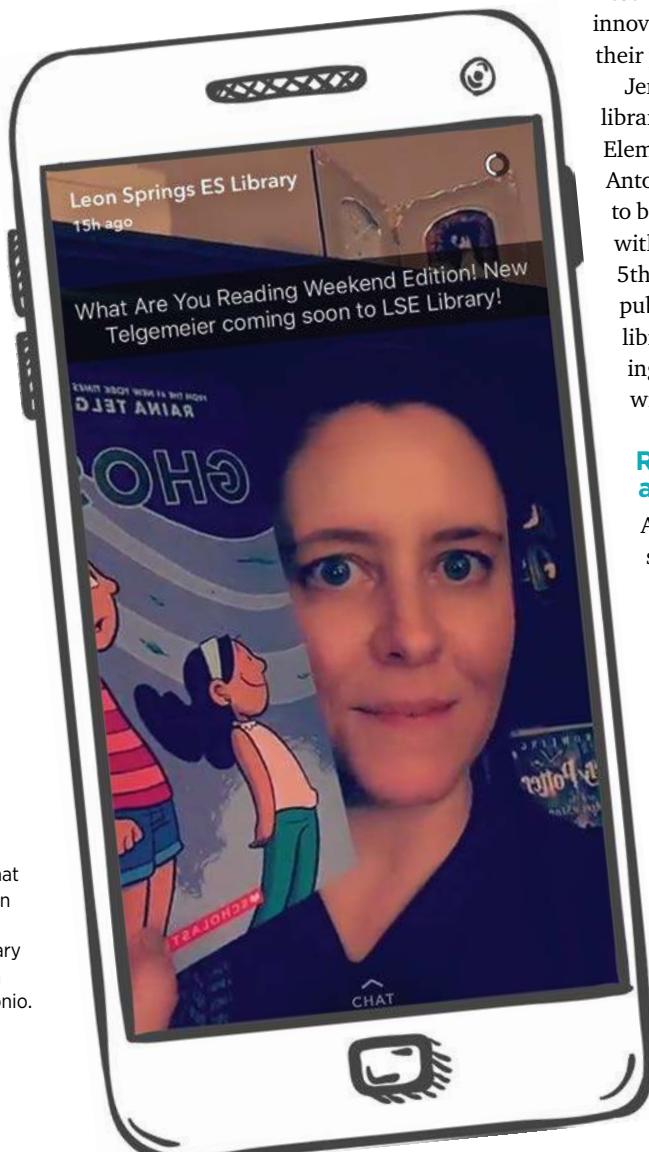
Zinnia Bayardo, librarian at Dr. Joe J. Bernal Middle School in San Antonio, also uses Snapchat for readers' advisory. "We have a 'Teen Tuesday' and 'What Are You Reading Wednesday' every week where teens post photos of what they are reading," she says. "Over the summer I had students asking me when I was going to start posting for Teen Tuesday again. I also had one student tell me that she read one of my book recommendations that I shared on Snapchat. Our 'What Are You Reading Wednesdays' have become particularly popular because students really like seeing themselves."

Promotion and news

Snapchat is an excellent tool for event and program promotions:

- Graves snaps during events at her multiple library branches. She recommends snapping objects rather than patrons, in case of privacy restrictions.
- Sarah Meisch-Lacombe, who handles Loyola University Chicago Libraries' Snapchat, uses it to promote upcoming events like the library's book sale.
- Hannah Byrd Little, middle school librarian at the Webb School in Bell Buckle, Tennessee, likes to snap videos during school assemblies.

Librarians also like to use Snapchat during the school year to share relevant news with patrons. "Social media is where students are getting their news," Byrd Little says, "so it's important that I share information out on those channels. Every morning I take a snap of the school schedule because it can be confusing to students."



A snapchat from Leon Springs Elementary School in San Antonio.



Some of the entries in Nashville (Tenn.) Public Library's Geofilter design contest for teens.

Behind the scenes

Hosting a behind-the-scenes look at the library is a popular way to engage the community. This can be an inside look at spaces and objects in the library or a peek at what library staff and faculty are up to. Stacy Taylor, user experience librarian at Central Washington University in Ellensburg, says, "We do 10-second 'elevator speeches' with our library faculty."

Nancy Jo Lambert, librarian at Reedy High School library in Frisco, Texas, explains: "Students really like when we feature our teachers on Snapchat using filters—that's the type of content that gets the most screenshots."

Meisch-Lacombe gives students a glimpse at what academic library staff like to do after hours by taking videos of Loyola's "Library Olympics," a staff event the library hosts every year. "I like to take video of some of the events we do, like 'book-on-the-head racing,' to give personality to our snaps," she says. "It's better than just posting static content." She also takes a "Throwback Thursday" approach and highlights some interesting items, such as *Vogue* issues from bygone years.

Geofilters

Snapchat's Geofilter feature has become widely popular with users.

Geofilters are graphic designs that appear when one is in a specific location. On Snapchat they come in two flavors, Community (free to design) and On-Demand (for a fee, mostly used by business and brands).

To test the waters before they commit to an official Snapchat account, Nashville (Tenn.) Public Librarians Nicholas Tognoni and Josephine Wood created a Geofilter contest. "We're encouraging patrons to use iconic aspects of the library building and other local Geofilters as their design inspirations." To ensure that their patrons were prepared for Geofilter

creation, they held design workshops. "We took our standard workshop and changed the focus to Geofilter design using Adobe Illustrator," Tognoni says. "Using professional software is a great way to teach teens skills that will translate into jobs, and Geofilters work as natural marketing for the library."

Teen takeovers

An emerging trend of interest to librarians is "teen takeovers" or Snapchat ambassadorships. "This fall I want to start doing a 'Takeover Tuesday' with our student workers," Taylor says. Tognoni and Wood add, "If we do start an account, we'd like to allow teens to be content creators and maybe have them film a 3D printing session."

Overall, librarians have found Snapchat to be an innovative tool for interacting with patrons. Bayardo sums it up: "There is a trend of meeting students where they're at, whether it's messaging or instruction, and it's important that we make it easy for students to learn about the library." **AL**

"Social media is where students are getting their news, so it's important that I share information out on those channels."

HANNAH BYRD LITTLE, middle school librarian at the Webb School in Bell Buckle, Tennessee

PAIGE ALFONZO is a PhD student at the University of Denver studying research methods. She created a directory of libraries on Snapchat on her blog, *Library Enumerations* (bit.ly/2cGF140).



The Open+ card reader allows secure access for registered patrons.

A Self-Service Experiment

Gwinnett County Public Library tests adding hours without extra staff time

As libraries face cloudy funding forecasts and stagnant budgets, innovation and creativity become driving forces to increase a community's access to library materials, programs, and services. With uncertainty comes an opportunity to reinvent and find new ways to serve a growing population of patrons. Gwinnett County (Ga.) Public Library (GCPL) used that opportunity to partner with tech company Bibliotheca and bring in a new service that allowed the system to expand hours at one location without adding staff time. GCPL Marketing and Communications Officer Clifford Ibarondo explains how the library is using Open+.

BY Clifford Ibarondo

In 2015, Gwinnett County (Ga.) Public Library (GCPL) introduced a strategic plan focused on community needs, outreach, and engagement. Our primary goal was to increase community access to our resources and collections through efficient, cost-effective measures.

Earlier this year, GCPL was approached by international library technology company Bibliotheca (which has an office in nearby Norcross) to become the first library in North America to use Open+, a technology that grants customers self-service use of the library outside normal operating hours. This came at a great time for us, coinciding

with a needed technology update to replace our existing self-checkout kiosks and security gates.

Open+ is a complete system that automatically controls and monitors building entry, self-service kiosks, and public-access computers. The system, which also controls the lighting, alarms, public announcements, and patron safety in the branch, has been used for several years in countries such as the UK and Denmark. It seemed like the perfect fit for our needs as we aim to expand access within the restraints of our current staffing level.

Our pilot program began June 20 at GCPL's Lawrenceville

headquarters branch, where administrative staff could keep a close eye on the implementation. For this phase, we decided that customers 18 years of age or older who hold a library card in good standing could register for Open+ at any of GCPL's 15 branches for a one-time fee of \$5 and access the Lawrenceville branch 8–10 a.m., two hours before regular operating hours, Monday–Friday.

A dozen security cameras were installed throughout the interior and exterior of the branch, along with a card reader for patrons to scan and gain entry. Lighting and security systems were wired to our existing network. While no staff members are on the branch floor during Open+ hours, they are in the building and frequently monitor the camera screen. If a patron tries to leave with a book or other material that hasn't been checked out, the security gates will sound, triggering the camera system to take several still photographs. A landline phone is available on the branch floor for emergencies.

Staffers have participated in each phase of the system from installation to implementation and have been receptive to Open+, though seeing customers walking around the branch during the preopening routine has taken some getting used to.

And patrons have definitely responded. Wendy Phraner took to Twitter to share her excitement: "I'm proud to say I was the first patron to try Open+ today, and I LOVED it! Thank you GCPL!"

The service has become popular among many customers from the system's 14 other branch locations. Of 112 active users, 77 have registered from a non–Lawrenceville

branch. We didn't anticipate having such a distribution of users spread across the county, but many GCPL patrons do use multiple branches.

While GCPL enjoys high attendance through traditional programs, workshops, and librarian services, the most common uses of Open+ include casual reading and browsing, picking up holds, and using computers. The branch can also be used by small groups on a first-come, first-served basis for meetings, presentations, and study groups during this time.

Most patron feedback includes requests to expand Open+ to other branches. While we currently have no plans to expand, Open+ will become available at Lawrenceville on Sundays prior to opening to alleviate foot traffic during one of the system's busiest mornings.

Another bonus of having an automated system that controls opening and closing the branch is that it allows library administration to easily test different times in the future to best accommodate the community's needs.

The most common uses of Open+ include casual reading and browsing, picking up holds, and using computers.

Expanding access to the library starts with providing the community with greater choice and flexibility. Open+ complements our staffed opening hours and allows GCPL to meet the needs of the whole community when they need resources the most. **AL**

CLIFFORD IBARRONDO is marketing and communications officer for Gwinnett County Public Library.

GLOBAL REACH

Cape Town Book Donation Project



Students in Dal Josephat school receive library materials.

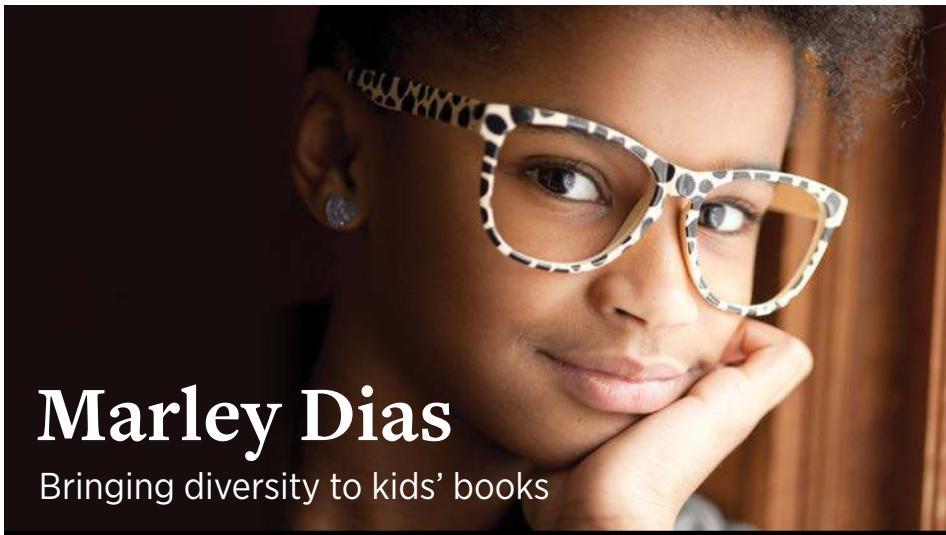
SOUTH AFRICA Hundreds of children in Cape Town were given the gift of books, audiobooks, and DVDs through the collaboration and donation of librarians all over the world. Through the "Give a Book, Change a Life: Cape Town Book Donation Project" developed by the Africa Subcommittee of ALA's International Relations Committee, more than 500 library resources were collected during the 2015 IFLA Congress in Cape Town and sent to five local schools.—*International Leads* 30, no. 3 (Sept.): 9.

NEW ZEALAND A mysterious high-pitched sound is used to deter youths from fighting at the Papanui Library in Christchurch. The sound, "detectable only by young ears," can be heard near the doors and in the foyer. Acting Head of Libraries Erica Rankin said the sound is beamed from a device for repelling mosquitoes. The New Zealand Council for Civil Liberties declared its use to be a violation of human rights.—*Christchurch Press*, Aug. 30.

NETHERLANDS The PostNL mail corporation issued a sheet of stamps September 2 at the opening of the Book Parade in Amsterdam to mark the Year of the Book 2016. Ten books from the National Library of the Netherlands are depicted on the sheet. The books were chosen for diversity of both genre and period and include journals, children's books, textbooks, picture books, and literature by such authors as Jan Wolkers, Anne Frank, Baruch Spinoza, and Max Euwe.—*National Library of the Netherlands*, Sept. 2.

ROMANIA Avram Iancu, a librarian at the Municipal Library of Petroșani, became the first Romanian to swim across the English Channel. He managed the feat on August 29, after 18 hours of swimming, in his fourth attempt. Iancu crossed the 38.5 miles wearing only Speedos and a cap, following the requirements of the Channel Swimming Association, which requires swimmers to be equipped with no thermal protection. Only 1,386 people have managed to pull off the feat solo.—*Business Review (Bucharest)*, Aug. 31.

KOREA Obtaining information about North Korea is never easy, especially in South Korea, where any sign of propaganda is illegal—unless you're on the fifth floor of the National Library in Seoul. The North Korea Information Center holds a massive collection of more than 100,000 items, including newspapers, books, journals, films, and the complete works of the ruling Kim family dynasty.—*Stars and Stripes*, Aug. 22. ●



Marley Dias

Bringing diversity to kids' books

Marley Dias is the 12-year-old creator of the #1000BlackGirlBooks campaign. In an effort to provide more diversity in books for younger children, for almost a year Dias has been collecting books with black girls as the main character and donating them to school libraries. She recently spoke with *American Libraries* regarding her progress with the campaign and what she has planned next.

BY Megan Perrero

How many books have you collected? I've collected 7,000 books and donated them to six different cities since November 2015.

How did you start the campaign? In my 5th-grade class, I saw that books like *Where the Red Fern Grows*, the *Shiloh* series, and *Crash* all weren't featuring black girls, and those were the books being assigned. So I told my mom, and she said, "Well, what are you going to do about it?" So that's really how the campaign started. I wanted to collect 1,000 books where black girls are the main characters and donate them to the high school in St. Mary, Jamaica, that my mother attended, so I would be able to give back to her community.

How do you balance school and the campaign? It's something I'm really passionate about, and I know what my boundaries are for school. So if I'm really struggling

with something, I know that I need to calm down and just focus on the things that I can take slowly instead of rushing through everything. I try to enjoy every moment I have.

Where else have you distributed books? I've also donated to my elementary school in West Orange, New Jersey, which is another kind of full circle of giving back because that's where the problem of not seeing diverse books started for me. I wanted to make sure I could solve that problem for people younger than me. I've also donated to schools in Newtown, Connecticut; Philadelphia; and Newark, New Jersey, as well as to a project that offers books about dancing and girls of color in dance.

How can libraries diversify their book collections? I wish school buses would make stops at libraries, because I know that my hometown library (West

Orange, N.J.) is pretty diverse in its resources. But our bus doesn't stop there, so no one can go if they don't have a guardian with them. Which I know is kind of difficult for some kids who need that information or need a computer. Sometimes the books that get recommended aren't the books that the kids really want to read. So I wish that there was somehow a committee of people who would choose books for kids based on kids' input.

What other role has your local library played? My local library has played a giant role in my becoming a better reader. When I was younger, my mom and I used to go very often, and we would get these books about each letter of the alphabet. I think that those are the kinds of books that made reading more exciting. At school every year we had a library presentation. It encouraged kids to read more, and I think that made it a lot more fun for other kids to understand how cool reading is.

What's next for you? We're going to Baton Rouge, Louisiana, to help people affected by the flooding and to donate books and fun things for kids and mothers. Because I've never gone through an experience as traumatic as something happening to my home, I want to help people who have experienced that. I also want to write a book about black girls' lives. I think it's going to be a fun journey to write the book. I'm not sure of the exact timeframe, but I'm thinking of ideas.

Donate books to *GrassRoots Community Foundation*, 59 Main Street, Suite 323, West Orange, NJ 07052, or at grassrootscommunityfoundation.org. 

MEGAN PERRERO is an editorial intern at *American Libraries*.

“Some of my brothers, sisters, and cousins, we went down to the public library in the little town of Troy, Alabama, trying to get a library card—trying to check out some books. And we were told by the librarian that the library was for whites only and not for coloreds. I never went back to that building until July 5, 1998, for a book signing for my first book. And black and white citizens showed up, and they gave me a library card.”

Civil rights leader and US Rep. **JOHN LEWIS** (D-Ga.), on *The Daily Show with Trevor Noah*, August 8.



“I am critical of universities spending money to build new library buildings when libraries are now online ... even on your phone. The cost then gets passed onto students as tuition costs get hiked. Universities know that the federal government will loan the money to students, and buildings can often just be vanity projects, not necessities.”

GRETA VAN SUSTEREN, on Facebook, September 10.

“I BELIEVE THE BRAIN IS LIKE A MUSCLE. AND READING HAS DEFINITELY MADE MINE STRONGER. MY ENLIGHTENED BRAIN HAS NOW FED MY SOUL TOO. IN A SENSE THE LIBRARY GAVE ME BACK MY LIFE. IT’S HELPED ME TO MEET OTHERS MORE MATURE THAN ME, PEOPLE WHO I CAN DISCUSS ISSUES WITH AND LEARN THINGS FROM. I WOULD SAY THAT JUST LIKE THE BODY NEEDS FOOD, THE SOUL NEEDS BOOKS.”

ABDULBASET ALAHMAR, in “Syria’s Secret Library,” *BBC News Magazine*, July 28.

“I don’t know that I agree that a person is born to be a librarian, but most librarians that I know seem to really love what they do. It’s a pretty service-heavy profession. Most librarians get into it because they like working with people and helping people, and I think that fosters the sense of community and collaboration. Those are things that are often parts of one’s individual personality as well.”

THERESA QUILL, a research librarian at Indiana University Bloomington, quoted in “A Snapshot of a 21st-Century Librarian,” *The Atlantic*, July 25.

“When I first met Mrs. Caffiere, she was the elegant and engaging school librarian at Seattle’s View Ridge Elementary, and I was a timid 4th-grader. I was desperately trying to go unnoticed, because I had some big deficits, like atrocious handwriting (experts now call it dysgraphia) and a comically messy desk. And I was trying to hide the fact that I liked to read—something that was cool for girls but not for boys. Mrs. Caffiere took me under her wing and helped make it okay for me to be a messy, nerdy boy who was reading lots of books.”

BILL GATES, in “A Teacher Who Changed My Life,” *GatesNotes*, August 16.

In the Trenches

Library life isn't always glamorous

The scene: a cocktail party. The dramatis personae: a well-appointed gentleman and an unassuming woman who fall into conversation; he asks what she does, and she replies that she's a librarian. He gets that isn't-that-darling look on his face—you know the one I mean—and says something oily like how exciting that must be, to which she fires back, deadpan: “Yes, it's all about the power and the money.”

That's a great story, true or not, with an even better punch line. It likely produced a few knowing nods and wry smiles just now, and it's also quite effective with people unfamiliar with what actually goes on libraries. They think we sit around all day shushing people and reading Good Books, as opposed to, say, arm-wrestling with vendors or puzzling about rights management or scheming to get just one more staff position.

I was reminded of this the other day as I was prepping to teach our fall course on the history and foundations of libraries. Growing up as I did with a mother who worked in our small-town public library, I remember being vaguely aware of something called a “board” of people who had something to do with the running of the place. Whenever one of them turned up, Betty Angelino, our estimable director, would drop everything, so they must have been important, though the 10-year-old me wasn't quite clear why.

I later came to understand, of course, as I watched Betty go to meeting after meeting of the Rotary Club and the Chamber of Commerce, always schmoozing, always talking about the library at the grocery store, at church, at the bank,



wherever she went. I learned, as we all do eventually, that any library is an inherently political entity, beholden to a number of stakeholders, often with competing or at least different interests, often with higher priorities and bigger fish to fry than us, except when something very good or very bad happens; navigating all that while trying to keep the doors open, innovate, and not lose your mind can be a challenge, to say the least.

My favorite example of this: Back when Deborah Jacobs was Seattle's city librarian (1997–2008), she often taught our course on public libraries and advocacy. She would regularly get the mayor of Seattle to come visit her class (one could always tell by the thuggish body-guard hulking in the hallway), which alone speaks volumes about how to navigate the waters political.

Any library is an inherently political entity, beholden to a number of stakeholders, often with competing or at least different interests.

This can come as a surprise to people new to the field, though, who haven't yet dealt with meddling city councilors, provosts with designs on empire building, or principals with Views on Libraries. It's also not entirely comfortable for everyone—lots of people come to us with noble intent and a strong desire to serve their communities, rather fewer because they can't get enough of late-night budget meetings. But you can't serve a community if you're not part of it, and that's where the grubby part often lies.

Yes, it's all about the power and the money, and if you don't have one, it's hard to get the other, and libraries rarely possess either by default. Every library competes for resources against some other unit or organization; I want my students to appreciate these hard, cold realities, and also to understand that the most effective tool in our kit is the support and participation of our clientele, to make these systems work in our favor.

Now, we're not alone in this. Schools, hospitals, museums, parks, and lots of other institutions and organizations are in similar circumstances. Libraries are unusual in one regard, however: You can walk into almost any library and find the seeds to change, disrupt, even overthrow the very power structure we emerge from. It's probably just as well people don't realize how subversive and dangerous we can be ... but that's another story. **AL**

JOSEPH JANES is associate professor at the Information School of the University of Washington in Seattle and the creator of the *Documents That Changed the World* podcast.

Let's Get Visual

Harnessing data visualization to demonstrate a library's impact

We collect lots of data about our libraries. Visits, circulation, Wi-Fi usage, program attendance, user satisfaction—the list seems endless. And perhaps our initial inclination is to share all of this data with decision makers, because more information is better, right? That is, until our stakeholders miss our main points because they're wading through so many statistics.

There is a better way. I work at Colorado State Library's Library Research Service, and several years ago we took a step back to think about how we were presenting our research findings, which were mostly thick reports full of statistical jargon. What prompted this reflection was feedback from school librarians about our best-known body of research, a series of studies demonstrating the impact of school libraries on student achievement. The librarians essentially told us, "Nice studies, but to get our administrators' attention and demonstrate impact, we need you to present research in a more concise and accessible way." With that, we knew it was time to get visual.

I reviewed this series of studies spanning more than two decades and wondered how it could be turned into a data visualization that fit on one legal-size sheet of paper (bit.ly/2cREbSg). Here is the plan I used to achieve this task:

Determine your audience. Who is the target audience for your data visualization? My audience was school administrators, including principals and superintendents. Your answer to this question should determine your approach to the rest of the design process and help you streamline what to present.



Find your story. We are doing data visualization, which means that the numbers should set the direction you take. Review all of the relevant figures and think about which ones best express the narrative you want to tell. Focus on these and get rid of the rest. In my case, there were dozens of data sets, but the most compelling findings for my target audience were those that emphasized the all-important student test scores. I selected data that showed school libraries positively impacting reading scores, regardless of such mitigating factors as student poverty level and overall staffing losses.

Select design tools. Think about what software you need to design your visualization. I use Adobe Illustrator. This is a powerful design tool but has some significant barriers, including cost and a steep learning curve. However, there are plenty of lower-cost and free solutions for design-

The librarians essentially told us, "Nice studies, but we need you to present research in a more concise and accessible way."

ing infographics. Web-based tools include Inkscape (inkscape.org)—an open-source alternative to Adobe Illustrator—as well as Piktochart (piktochart.com), Venngage (venngage.com), and Canva (canva.com). Added advantages of these latter three tools are that they provide templates, so you don't have to start with a blank canvas, and they are intuitive and easy to learn. Microsoft Office programs such as Publisher and PowerPoint are also possibilities. You can view an infographic template I designed entirely in PowerPoint here: s.lrs.org/pptinfographic.

Share your data. At this point, you have invested a lot of time and effort into your visualization, so you will want to find ways to share it broadly and maximize its use. Perhaps you could take snippets of the report, like the Bill and Melinda Gates Foundation does (bit.ly/2c8ABS3), and post them on social media. Or consider embedding individual statistics on text-heavy pages of your annual report, similar to New York Public Library (on.nypl.org/2cRJHnS).

Think of data visualization as being on a continuum. Simple design elements such as Excel charts occupy one side of this spectrum, while complex infographics occupy the other. Effective visualizations can be created at both ends of this continuum and anywhere in between. No matter the complexity of your visualization, try using the process described above to make strategic decisions whenever you are presenting data. Doing so will keep decision makers focused on your message instead of lost in a sea of numbers. **AL**

LINDA HOFSCHIRE is director of the Library Research Service at Colorado State Library.

Rethinking the National Library

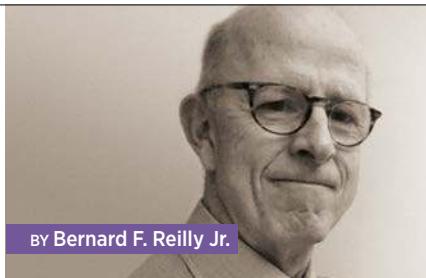
Preserving a record of US life, achievement, and history in a digital world

The recent appointment of Carla Hayden as Librarian of Congress makes this a good time to reconsider the library's role in the life of the nation and confront the problems caused by years of stasis at this revered national institution. During the most transformative decades in the history of information since Gutenberg, the Library of Congress (LC)—like other national libraries—was outpaced by the lightning developments in digital technology and now finds itself dwarfed by information behemoths like Amazon, Bloomberg, and Google and struggling to remain relevant.

The end of the James H. Billington era has prompted an outpouring of advice from scholars and pundits on a new agenda for LC, from mass digitization of the library's book collections and wholesale archiving of websites to relaxing copyright restrictions. Yet many of these prescriptions align poorly with the realities of the digital present and are based on outdated notions of what libraries do. At a time when much of the basic infrastructure of knowledge has been privatized, greater aspirations for the national library are in order. Present circumstances call for a radical renegotiation of the role of the national library in a democratic society.

The dubious wisdom of digitizing the past

One idea put forward—mass digitization of the library's collections—made sense before the arrival of Amazon and Google Books, when information was not ubiquitous. In fact, two decades ago the library did create the vast American Memory digital library, making terabytes of books, manuscripts,



photographs, newspapers, and films available online. American Memory became a model for national libraries at the time and is regularly mined by educators, researchers, and ordinary citizens.

But today such an effort would be—to paraphrase hockey great Wayne Gretzky—skating to where the puck was, rather than where it is going to be. Since digital publishing is relatively inexpensive, adding more to the oceans of free content would accomplish little. Practical obstacles like author and publisher copyrights also stand in the way. The National Library of the Netherlands, after spending more than \$200 million to digitize its collection of historic broadcasts, found itself in a quagmire of rights issues that prevented its putting more than a small fraction of the new digital corpus online. Other complexities surround opening up sensitive materials such as the papers of former secretaries of state and recent Supreme Court justices.

Relaxing copyright or, as has been suggested, encouraging authors to relinquish protections on their intellectual property would enable LC to expose more of its holdings on the web but would also raise economic and political issues. As Hayden pointed out in her April Senate hearing, the interests of the creative community have already been harmed by exploitative business models in the technology sector. Should writers, musicians,

photographers, and other content creators be expected to relinquish even more revenue and creative control?

Weakening copyright protections could also be perceived as hostile to those who contribute important public goods to society and damage a relationship that has served the public well. As a trusted repository of the papers of distinguished American composers, choreographers, and political cartoonists, LC would probably not want to be a party to undermining the viability of cultural and intellectual production.

The myth of “archiving” the web

The idea that LC should mimic the example of certain national libraries abroad and aggressively collect born-digital materials is simplistic as well. True, the British Library, Bibliothèque nationale de France, and other national libraries are systematically harvesting ebooks, websites, and other electronic content, while more than two decades since *The New York Times* launched its website, LC still lacks the ability to systematically capture the critical text, multimedia, and still and moving-image web content that is the new “first, rough draft of history,” as many have said of newspapers.

Unfortunately, substantial investment abroad in this arena has paid meager returns. Copyright prevents most electronic works collected from being accessed outside most national libraries' premises—not a winning solution, given how much learning and research takes place online. LC did in fact wade into this territory. Between 2000 and 2007 its National Digital Information and Infrastructure Preservation Program (NDIIPP) invested close to \$55 million in an effort to

At a time when much of the basic infrastructure of knowledge has been privatized, greater aspirations for the national library are in order.

develop new strategies and technologies for preserving websites and other born-digital media. To date, LC's website harvests, like those of other national libraries, have produced seriously flawed data sets: Sites captured are often incomplete and rife with broken links.

The heart of the matter

The problem is that digital media by nature defy traditional notions of archiving, which are based on the idea of libraries as repositories of discrete physical works, like books, manuscripts, and films. Digital works change constantly as enabling technologies evolve, and they are often platform dependent. LC's recent experience with preserving social media is instructive. In 2010, plans were announced for LC to archive all of Twitter. Five years later, *Politico* reported that the project was in limbo and that LC was "still grappling with how to manage an archive that amounts to something like half a trillion tweets."

Scale was not the only problem. When social media feeds are removed from their native environment, documentary integrity is undermined. Metadata on the source, timing, and geolocation of posts are often lost; information on follows, retweets, and other circulation indicators disappear. The explosive growth of network analysis suggests that metadata is as important as the content itself. No surprise, then, that creating a separate preservation platform to replicate and maintain the true functionality of Twitter content turns out to be a heavy lift.

A new division of labor

The old paradigms at work here sell libraries short. More than just repositories, libraries have historically maintained a longstanding symbiotic relationship with the creative sector that has served the citizenry well. In simple terms, writers, musicians, and other creative individuals produced works, and publishers and the media bore the costs of editing, publishing, and distributing them. Libraries provided a secondary market for those works and made them available to a wider public.

This was good for libraries and publishers. Publishers earned revenue on sales to libraries, and out-of-print works remained on library shelves. This enabled public libraries to level the playing field for Americans, providing all citizens access to useful and practical information, knowledge, and culture.

Central to this arrangement was the mechanism of copyright. The US Copyright Office, based at LC, helped authors and publishers protect their investment in intellectual, scientific, and creative activity. And the deposit requirement for copyright protection was a powerful engine that built many of LC's unparalleled collections.

This longstanding symbiotic relationship no longer functions as it once did. The internet has rerouted the information supply chain. Today libraries are where people go to access scholarly, legal, genealogical, and business databases, which are hosted by publishers. Under these circumstances, how then does LC fulfill its responsibility to preserve "a comprehensive record of American life, achievement, and history"?

Public knowledge and the cloud

The Washington Post and others have asserted, not without cause, that LC is poorly equipped to confront the challenges of digital information, citing its failure to invest adequately in IT. But the problem may be structural: the growing asymmetry in IT capability between the private and public sectors. Cloud-based information providers like Amazon, Bloomberg, Google, and YouTube sit atop a vast new infrastructure scaled to meet the demands of Big Data and its users. By many estimates, more content now resides in the cloud than in the national libraries of all major countries combined.*

That content is melded with tools and analytical capabilities that enable users to mine it for meaningful patterns, trends, and new knowledge. Proprietary systems enrich the content with metadata—subject tags, geospatial coordinates, timestamps, and information on authorship and rights—endowing it with powerful functionality. LC will have to engage the aggregators and cloud services in the project of ensuring access to knowledge in ways that serve the interests of all citizens and future generations.

For starters, it might be appropriate for the new Librarian of Congress to step into the public conversation on net neutrality. The interests of the general information consumer are not well represented, and the playing field favors telecommunications giants and major platform and content providers.

The library could also attempt to broker something akin to national site licenses

*In 2012 LC reported three petabytes of digital collections. Sebastian Anthony on the ExtremeTech blog ("How Big is the Cloud?") estimated May 23, 2012, that Amazon, Facebook, and Microsoft held 500 to 1,400 petabytes. So conservatively, those companies plus Google could hold over 100 LCs.

to make key legal, financial, and public affairs databases available to all citizens. In an age of income inequality, providing access to such data for entrepreneurs, proprietors of small businesses, independent scholars, and students could be empowering. The nation's public libraries, speaking with one voice through LC and wielding the bargaining power of the single payer, might well democratize access to important knowledge.

Such leverage might yield another social good: privacy for information consumers. US libraries rigorously protect circulation records and other data they collect about what people read, view, and listen to. But when content is served from the cloud, publishers and platform providers are privy to that information and sell and trade it in myriad ways. The library might negotiate greater transparency and even reasonable curbs on such practices.

The lever of copyright

The long-tail economics of digital content create incentives for providers to keep their content alive, a task once left to libraries. Yet corporations fail, and libraries tend to endure. For the wealth of cloud-based content to remain accessible and functional over time, applications and supporting technical platforms must be able to survive provider failure or abandonment. Perhaps copyright registration could be refashioned to accommodate escrow of the code for the enabling delivery platforms for nationally licensed databases. Then the Copyright Office would once again be an engine for creating public assets and central to the national digital preservation apparatus.

Perhaps LC could also prevail upon Congress to offer tax incentives for media companies that maintain content in ways that make it easy to eventually release to the public domain. Together, LC and the technology community might succeed in

enabling full functionality of digital works on multiple platforms in much the same way LC enlisted publishers in the 1970s to adopt acid-free paper.

An obligation to protect

There was another important dimension to the historic division of labor. In the past, LC was a repository of last resort for records and evidence unlikely to be preserved in the private sector. Shortly after World War II, LC took custody of a small collection of photographic negatives by famed photographer Ansel Adams. The negatives documented the confinement of thousands of Japanese Americans in internment camps. Sympathy for the internees was scarce at the time, and copies of Adams's 1944 book *Born Free and Equal* were burned publicly. Adams turned to LC for the safekeeping of his negatives.

The library has also been a refuge for politically sensitive documentation from outside the US. During the Cold War, its Overseas Operations Division (OvOp) preserved newspapers, political posters, government reports, and other materials from developing regions and conflict zones. OvOp staff and their agents were "on the street" in Islamabad, Jakarta, Kabul, and Nairobi, where gathering such materials could be difficult and even dangerous. While national libraries in many countries function as tools of the regime, as likely to suppress the literature of dissent as to

preserve it, LC documented political opinion and ideology of all stripes.

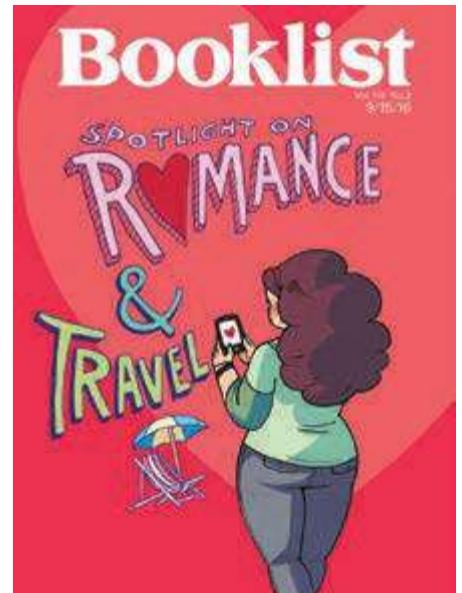
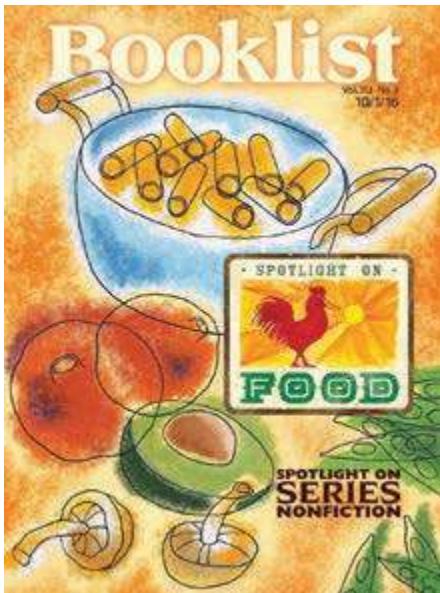
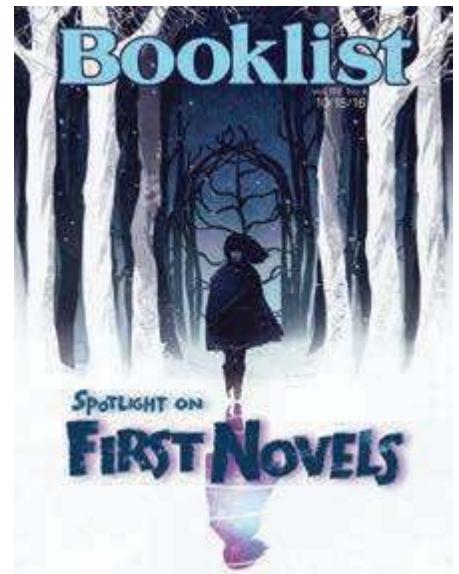
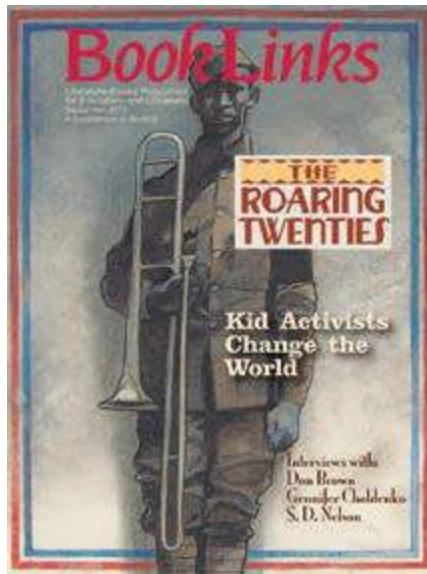
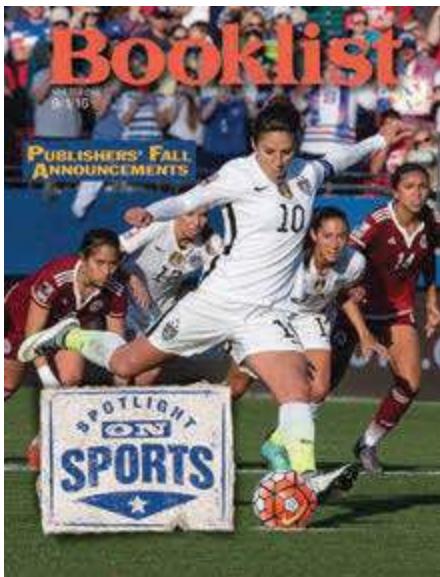
Unfortunately, the OvOp program has suffered in recent years from funding cuts and shortsighted policy decisions. And as the web emerged as the new "street," agents on the ground became less effective. Congressional policymakers must now rely on web monitoring by private-sector operations like the SITE Intelligence Group and costly databases from commercial providers like the Economist Intelligence Unit and Bloomberg LLC. Because so much information resides in the cloud, corporate behaviors like the alleged engineering of bias into the Facebook and Twitter platforms can distort the public record. These developments threaten to weaken policy research in the public realm and tilt the playing field toward private-sector entities: lobbyists, trade associations, and political action committees. Again, engaging key providers could help increase transparency and affordability in the market for critical information.

LC may not set the terms for access to knowledge worldwide but can at least, as it once was, be a force for equalizing those terms. The challenges are formidable, and must be met in a time of dwindling resources. But the discussion needs to move beyond dated strategies like mass digitization and web archiving, strategies that are at best rear-guard actions.

Crafting a new curatorial role for LC will require imagination and rigor, capabilities that it has found in the past and can surely summon once again. At stake is nothing less than the integrity of vital information and evidence, for the nation and for the world. **AL**

The Library of Congress may not set the terms for access to knowledge worldwide but can at least be a force for equalizing those terms.

BERNARD F. REILLY JR. is president of the Center for Research Libraries, a consortium of US and Canadian university, college, and independent research libraries devoted to supporting advanced research in the humanities, sciences, and social sciences.



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Booklist
PUBLICATIONS

FELLOWSHIP OF THE FANS

Connecting with teens through
the magic of fan fiction

STORY BY Anne Ford

ILLUSTRATIONS BY Tom Deja

As a youth and teen services librarian at North Liberty (Iowa) Community Library, Andrew Frisbie was used to seeking creative ways to help shy adolescent patrons feel more comfortable.

So when one of his teenage regulars, “Shelby” (not her real name), confessed that she loved writing fan fiction, he smiled and said, “Me too!”

That was the beginning of a big confidence boost on Shelby’s part, says Frisbie, who is now a collection development librarian at the same branch. The pair began collaborating on a story based on characters from the video-game series *The Legend of Zelda*, taking it in turns each week to continue and give feedback on the other person’s work.



“It made it much easier for her to engage with me and with the rest of our staff,” Frisbie says. “And she got more confident in her writing. She got a lot less apprehensive and a lot more excited about handing over what she had written.”

All of that during a stage of life when many patrons are more consumed with after-school jobs and burgeoning romantic relationships than with what’s going on at their local library.

Getting teens more comfortable engaging with the library and librarians, more enthusiastic about

the power of words, and more confident in their own abilities—can fan fiction really do all this?

A QUICK HISTORY OF FANFIC

Fan fiction (often abbreviated “fanfic”) is fiction based on an existing work, such as a novel, television show, or movie. It may use the original work’s characters, setting, or both. It may create new relationships for characters, place characters in completely different settings, invent new characters, combine characters from different works, or all of the above. And it may change

HOW TO SPEAK FANFIC

Like everything else on the internet, fan fiction features its own vocabulary. Here, a quick primer to some of the most helpful terms.

AO3 Archive of Our Own, one of the most popular fan fiction websites

AU Alternate universe. If a fanfic is AU, it features characters from the original work in a completely new setting.

CANON The source material for a work of fan fiction

CROSSOVER Fan fiction that uses characters from two or more sources

DRABBLE A piece of fan fiction that is exactly 100 words long

FANART Fan-created artwork that depicts characters or other aspects of a work of fiction

FANDOM A community of fans of a particular work. Example: "Right now I'm most active in the Harry Potter fandom."

GEN Short for "general." Indicates a work of fanfiction that is not specifically focused on a romantic theme or plot.

HET Heterosexual

MARY SUE A character obviously invented as a stand-in for the fan fiction author

OTP One True Pairing, meaning the reader's favorite romantically linked couple within a particular fandom

RPF Real Person Fiction, meaning fanfiction stories about real people (usually celebrities), rather than fictional characters

SHIP Short for "relationship." Can be used as a noun or a verb. Example: "Which characters do you ship?" "My favorite ship is Sherlock/Molly."

SLASH Slash fan fiction typically depicts as gay male characters who are portrayed as straight in canon. The equivalent term for female characters is "femslash," although some fan fiction writers apply the term "slash" to this type of pairing as well. ●

characters' genders, ethnicities, sexual orientations, and physical or mental abilities.

"Depending on how widely you want to open up the definition, you can find evidence for fan fiction going back centuries," says Nancy-Anne Davies, adult services librarian at the Lillian H. Smith district branch of the Toronto Public Library and one of the presenters of a fan fiction program at the 2015 Ontario Library Association Super Conference.

To give just a few examples: Shakespeare borrowed the characters and plot of *Romeo and Juliet* from a narrative poem, Arthur Brooke's *The Tragicall Historie of Romeus and Juliet*, which in turn was based on a French translation of an Italian novella by Matteo Bandello.

Skipping a few centuries, in 1913, Englishwoman Sybil G. Brinton took characters from six Jane Austen novels and brought them into one new work of her own, *Old Friends and New Fancies*. (And here you thought the Jane Austen fanfic craze began in 2009 with Seth Grahame-Smith's *Pride and Prejudice and Zombies*.)

Plenty of well-respected modern authors have used an existing work of literature as a jumping-off point for another one. Take Jean Rhys's *Wide Sargasso Sea*, which, written as a prequel to Charlotte Brontë's *Jane Eyre*, considers the life story of the "madwoman in the attic." Or consider Tom Stoppard's *Rosencrantz and Guildenstern Are Dead*, the absurdist play that takes two minor characters from Shakespeare's *Hamlet* and sets them at the center of the action.

But the piece of fan fiction that's grabbed the most attention recently is the 2011 erotic romance novel *Fifty Shades of Grey*. The trilogy's author, E. L. James, originally wrote the book and its sequels as fan fiction of Stephenie Meyer's *Twilight* series, then rewrote them and changed the characters' names so that they could be published as original works.

"Here you had a published work of fan fiction widely available in libraries and that people were reading in book clubs," Davies says. "There definitely was this really big shift in the mainstream attitude [toward fan fiction]."

Then, too, wildly popular young-adult author Cassandra Clare started out writing Harry Potter and Lord of the Rings fan fiction. Rainbow Rowell not only wrote an entire novel, 2013's *Fangirl*, that centered on a first-year college student and her passion for fan fiction; she also followed it up in 2015 by writing a novel, *Carry On*, set in the world about which *Fangirl*'s protagonist writes fan fiction.

"And now we have [the play] *Harry Potter and the Cursed Child*, picking up the original Harry Potter characters years later, associated with the original author but not written by her," points out Rebecca Honeycutt, who writes about new books for kids and teens in her role as NextReads bibliographer at NoveList, and who helped

deliver a presentation about fan fiction to the North Carolina Library Association last year. “We live in such a remix culture now.”

FANFIC IN THE LIBRARY

As with many cultural changes, teens have been riding the fan fiction wave long before the rest of us, reading and sharing it on sites such as Archive of Our Own (archiveofourown.org), Wattpad (wattpad.com), and Fanfiction.net, which have been around for many years (in the case of the latter, since 1998).

Though many librarians have long been familiar with the fan fiction phenomenon themselves, not until fairly recently have libraries started engaging patrons around it.

One of the primary things fanfic offers readers that mainstream literature often doesn't is a broader array of characters. “Fan fiction does have a long way to go regarding diversity, but you can find a lot more there than in mainstream fiction,” Honeycutt says. “So when readers are disappointed in something for that reason, fanfic can be a great panacea.”

Davies agrees: “One of the things that lies at the heart of what makes fan fiction so dear to people is its ability to take characters and adapt them and claim spaces that they've previously been denied access to.”

She's talking about the tendency of fanfic writers to change characters' genders, races, and whatever else they please—or to simply interpret a character's existing traits in a particular way. In fan fiction, Sherlock Holmes doesn't have to be merely aloof or antisocial; he can be on the autism spectrum, asexual, aromantic, all or none of the above, or something else entirely. “So the diversity impact is huge,” Davies says.

The ability of fan fiction to console those who don't see themselves reflected in the works they love is especially evident in the experience of fans of *Teen Wolf*, a show that began airing on MTV in 2011.

At first, there was talk from the show's creators that one of its characters, Stiles, would eventually be revealed

as bisexual—“which, for the part of the fandom that identifies that way, would have been huge,” Davies says. “But the show never followed through on it, and a lot of people are still really angry about it, because they want that representation. So even though it wasn't given to them, they're still very adamant about claiming it for themselves.” Fan fiction lets them do that.

Another reason for libraries to educate themselves about fan fiction, in Honeycutt's view: They have much to learn from the way that fan fiction readers search for what they read.

“TEENS ALWAYS LIKE IT WHEN THE LIBRARIAN IS AS GEEKY AND KNOWLEDGEABLE ABOUT DIFFERENT FANDOMS AS THEY ARE. IT MAKES THE LIBRARY A LITTLE BIT MORE OF A FUN PLACE FOR THEM TO BE.”

JENNIFER FINCH, young adult services librarian at the Katherine Tyra branch of the Harris County Public Library in Houston





“Fan fiction sites have these great tagging systems that are often very wonderful and searchable in ways that libraries can’t always use, because they have these standardized taxonomies,” she says.

“But your readers’ advisory doesn’t have to be as hidebound as your catalog, so you can see what tropes people are into, what tags are popular, and that can organize how you recommend books to people. Fanfic readers are so used to being able to search for what they want and what they don’t want. And paying attention to that can help librarians see how people read and how they want to find what they want to read.”

And then there’s the way in which simply being in the know about fan fiction can help a librarian draw in shy or disengaged patrons.

“They always like it when the librarian is as geeky and knowledgeable about different fandoms as they are,” says Jennifer Finch, who regularly chats up teens about fan fiction in her role as young adult services librarian at the Katherine Tyra branch of the Harris County Public Library in Houston. “It makes the library a little bit more of a fun place for them to be.”

GETTING A FANFIC GROUP GOING

Libraries that have a thriving young-adult population—or that would like to grow one—might consider starting a monthly fan fiction group, in which participants share feedback on each other’s works in a supportive setting.

Davies started hers in early 2014, when she was working as a youth librarian. “I started to notice that the kids I was working with in our youth advisory group talked about fan fiction in an open way. That, for me, was kind of the lightbulb moment,” she says.

“I asked them, ‘How would you feel about having a group where yourselves or other teens dedicated to fanfic could come once or twice a month to sit down and chew the fat about stuff you’re writing or reading in a library setting?’ They were really, really enthusiastic about it,” Davies says. So enthusiastic, in fact, that the Tumblr post she made to advertise the group received close to 1,500 likes. “We had librarians from all over the world contact us, saying, ‘Hey, we’d love to do this at our branch. What’s your advice?’” she remembers.

“ONE OF THE THINGS THAT LIES AT THE HEART OF WHAT MAKES FAN FICTION SO DEAR TO PEOPLE IS ITS ABILITY TO TAKE CHARACTERS AND ADAPT THEM AND CLAIM SPACES THAT THEY’VE PREVIOUSLY BEEN DENIED ACCESS TO.”

NANCY-ANNE DAVIES, adult services librarian at the Lillian H. Smith district branch of the Toronto Public Library

Around 30 kids from all over the city participated in the first meeting, Davies says. “That number petered out a little bit over time—we met once a month—but we had a core group of between 10 and 15 kids. Since it was a drop-in type of program, we’d often get some new faces showing up, too,” she adds.

Now that Davies has switched branches and positions, the teen group has vanished and a similar group for adults has taken its place.

“It’s even more successful in some ways, because there’s more self-motivation, and there’s more of a long-term commitment,” she says. The members of the 22-person group share their work from week to week through a private Google Group. Between meetings, everyone is responsible for reading what others have posted.

“Groups like these, that bridge people’s online lives and their real lives, have the capacity to reach out to a library’s invisible customer base,” she continues. “For people who may have only interacted with the library online or may have not been involved with the library before, this is an impetus for them to get more involved.”

One concern librarians may have when starting a fan fiction group for teens, especially teens of widely varying ages, is how to make sure the work shared in the group doesn’t veer into NC-17 territory.

While it’s an unfortunate myth that all fan fiction contains graphic descriptions of sexual activity, some of it does. And while facilitators can’t control what participants access at home, they should set firm ground rules for what will and won’t be considered acceptable in the group.

“I out-and-out explain that the fan fiction websites have rating systems for a reason,” says Finch, who leads fan fiction writing workshops for teens each summer. “I tell them that the writing they do in the workshop should be of the same type that they could turn into their teachers at school without getting into trouble. Usually, if you do it right, they just laugh.”

Librarians may also worry about copyright issues. After all, most teenagers who create fan fiction are more interested in writing about current popular characters, rather than those from works in the public domain, such as *Hamlet* or *Pride and Prejudice*. However, as long as fan fiction writers aren’t making a profit

from their creations, most creators are fine with it—or even delighted. No less a personage than Harry Potter series author J. K. Rowling has said: “I find it very flattering that people love the characters that much.”

The Organization for Transformative Works, a nonprofit group that provides access to and preserves the history of fan works and fan cultures, states that fan fiction is considered fair use under current copyright law. (That said, some authors, such as George R. R. Martin and Laurell K. Hamilton, have explicitly discouraged fan fiction about their works. A list of these authors is available at fanlore.org/wiki/Professional_Author_Fanfic_Policies.)

Libraries that don’t have the staffing or other resources to handle an ongoing writing group might consider having a fan fiction writing contest instead, as librarian John Hilbert has done each year for the past several years at Southern Oaks Library in Oklahoma City.

“I’ll get anywhere from 15 to 35 pieces of writing, and the local stores donate prizes,” he says. “And I’ll get the judges to give critiques of the writing, because that’s what a lot of the young people want; they love the input. They’re really happy that they’re getting some kind of recognition for their work.”

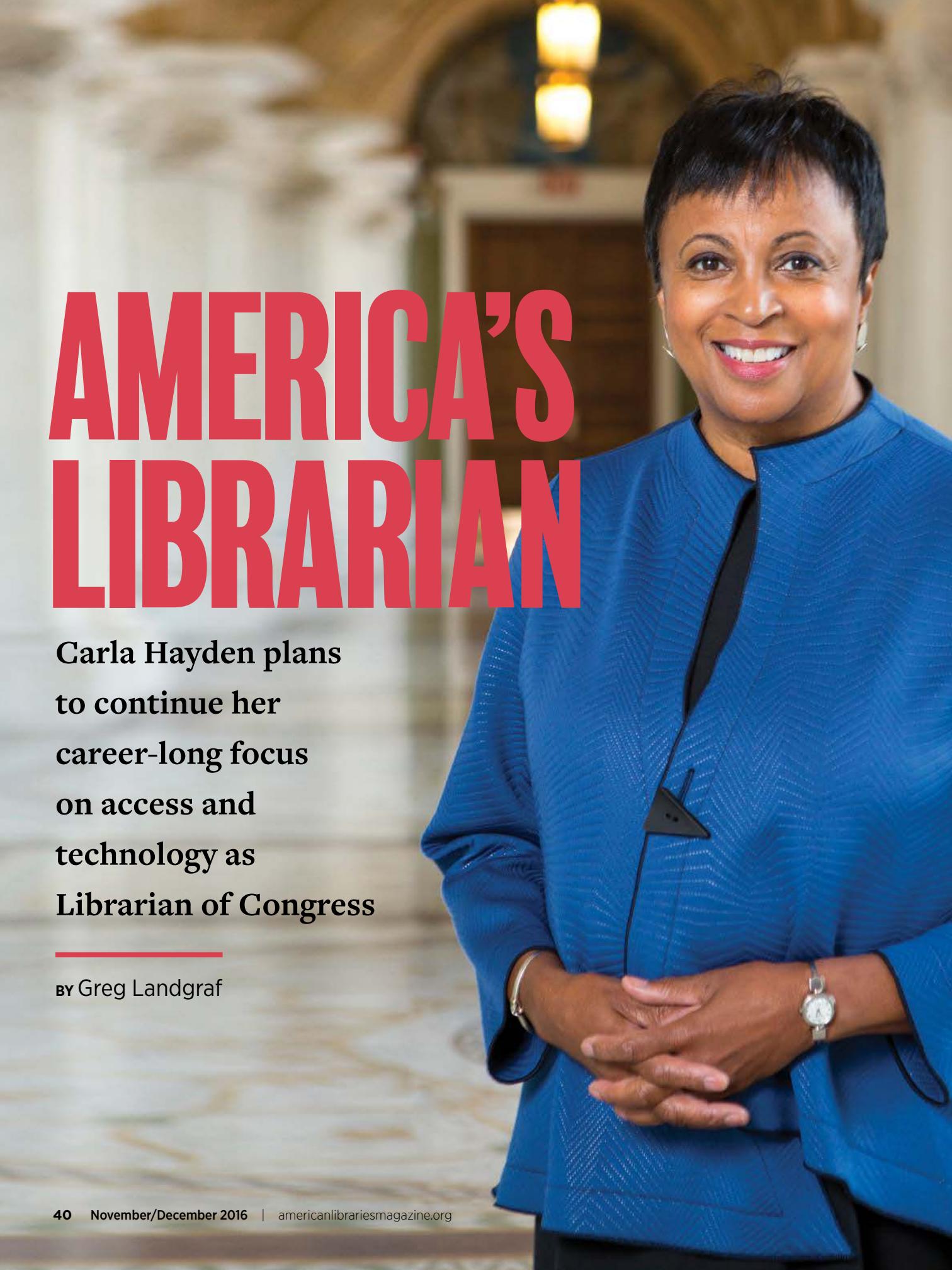
Like Finch and Frisbie, he’s found that fan fiction is its own form of patron outreach. “These tend to be young people who would not normally get involved in the library,” he says. “They may hang out here, but they’re not kids who would generally go to programs.”

If you or your library aren’t ready to launch a full-out fan fiction group or contest just yet, know that being even just a bit more knowledgeable about this thriving area can help you connect with readers.

“From a reader advisory perspective, just knowing about what is happening in fanfic culture keeps you current and allows you to make more passionate connections with your patrons,” Honeycutt says. “They’ll remember you forever as the librarian who understood what they were talking about.” **AL**



ANNE FORD is a writer based in Evanston, Illinois, and editor-at-large for *American Libraries*.



AMERICA'S LIBRARIAN

**Carla Hayden plans
to continue her
career-long focus
on access and
technology as
Librarian of Congress**

BY Greg Landgraf



Top: Hayden takes the oath of office on the same Bible that Abraham Lincoln and Barack Obama used when they were sworn into the presidency. Bottom: Chief Justice John Roberts, House Speaker Paul Ryan, and Hayden's mother Colleen congratulate her after the ceremony.

Newly sworn-in Librarian of Congress Carla Hayden recently had the opportunity to read Rosa Parks's handwritten notes reacting to her 1955 arrest. The notes are part of the Rosa Parks collection the Library of Congress (LC) acquired in 2014, which also includes her family Bible and a flash card with the French word for “trousers” that she used as a bookmark.

Hayden didn't use any privileges of her new position to access Parks's notes, however, because LC has digitized the collection and posted it online (bit.ly/2ctFS40). “I pulled it up on my iPad,” she says. “To think that a kid in Baltimore who just experienced the unrest there could look at Parks's handwritten thoughts about unrest, that was chilling and incredibly poignant.”

Expanding access to library materials has long been one of Hayden's professional passions—equity of access was the theme of her 2003–2004 term as ALA president—and using technology to achieve that is one of her priorities as Librarian of Congress. “At the Library of Congress, with the largest collection in the country, using technology to make sure that more collections are digitized and more materials are available online would be a wonderful way to expand access,” she says.

The Rosa Parks collection is one example of how that work is already underway. “The library has just completed a comprehensive strategic plan (bit.ly/2coT8co), and people are geared to take up a number of issues,” she says. In particular, Hayden has been working with Chief Information Officer Bernard Barton to identify technology needs at the library and the US Copyright Office, a critical need identified by a 2015 Government Accountability Office report. Other priorities include modernizing copyright systems and practices, expanding content and programming to support research and lifelong learning, developing the library's technology infrastructure, and improving the library's governance. “I would like to engage the various stakeholders—the library users, Congress, and library community—to connect those strategic initiatives and do a listening tour of sorts.”

America's library, America's librarian

While LC officially serves the US Congress, its work benefits libraries throughout the country. The National and International Outreach unit, established last May, is one new source of services that Hayden said many librarians may not know about. The office

Photos: Shawn Miller



From top: Hayden speaks at the Ms. 2003 Women of the Year event at the National Press Club; ALA President-Elect Hayden shows off her Save America's Libraries button at the 2003 Midwinter Meeting & Exhibits; as president, Hayden cuts the ribbon at the 2004 Annual Conference and Exhibition; Hayden hangs a sign in the window of the Enoch Pratt Free Library, where she was CEO during the unrest in Baltimore in April 2015.

is responsible for public programs that promote literacy and life-long learning, such as traveling exhibits, the National Book Festival, and the Gershwin Prize for Popular Song.

That's in addition to LC's widely known services, such as those for the nation's network of libraries for the blind and physically handicapped for each state, and its cataloging. "Those are two that affect and help libraries every day," Hayden says. In fact, cataloging was her first connection to LC: Part of her first library job was filing LC card sets as a children's librarian at Chicago Public Library, starting in 1973.

After receiving her MLS from the University of Chicago, Hayden was library services coordinator at Chicago's Museum of Science and Industry from 1982 to 1987. That's an experience she believes will be valuable as Librarian of Congress. "There was a combination of scholarship, working with curators for exhibit preparation, and working with educators to open the first public access library in an institution of that nature," she says.

After the Museum of Science and Industry, Hayden became assistant professor of library science at the University of Pittsburgh. "That was a time when the school was one of the first to have a robust information technology program for undergrads, and corporate support of information technology and information science programs," she says. That helped Hayden understand the information science element of librarianship and how to combine the two.

She returned to Chicago Public Library as deputy commissioner and chief librarian in 1991. Two years later, however, she became executive director of Enoch Pratt Free Library (EPFL) in Baltimore, a position she held until becoming Librarian of Congress.

"That experience will help me take part in almost rebooting an institution that has so much to offer," Hayden says. Like LC today, EPFL at the time was "iconic," as she described it, with collections dating back 500 years in its role as Maryland's state library. But EPFL also faced serious challenges including budgetary problems, aging buildings, and out-of-date technology and outreach services. Staff members were open to change but also had fond memories of the traditional idea of what a library should be. Modernization required embracing new ideas and understanding the changing expectations of the library's users as a base for making hard decisions that might go against those fondly remembered traditions—an experience Hayden believes will translate well to LC's current challenges.

"At different times in the library's history, the people who have served as Librarian of Congress—scholars, librarians, lawyers—have each brought different skills," she says. "As a librarian, I might have experiences to bring as the library faces a new part of its history, and a lot of that has to do with technology and accessibility."

Hayden is the first woman and the first African American to serve as Librarian of Congress. She acknowledged the historic nature of her role during her swearing-in ceremony September 14. In her remarks, she addressed how African Americans could be lashed or worse for learning to read. "As a descendant

"As a descendant of people who were denied the right to read, to now have the opportunity to serve and lead the institution that is our national symbol of knowledge is a historic moment."

CARLA HAYDEN in remarks during her swearing-in ceremony September 14.

of people who were denied the right to read, to now have the opportunity to serve and lead the institution that is our national symbol of knowledge is a historic moment," she declared. She also noted wryly that Melvil Dewey encouraged women to become librarians for reasons (such as their ability to bear pain and perform monotonous tasks without boredom) now known to be both absurd and demeaning.

Leadership through the years

Hayden has long been a prominent figure in librarianship and has made her mark on several of the profession's most pressing issues. As ALA president, she was a vocal opponent of the Patriot Act and the Section 215 provisions allowing the Justice Department and the FBI to access library user records. She also spoke against the 2000 Children's Internet Protection Act (CIPA), which required libraries to install filters to block pornography, on the grounds that those filters could also block legitimate material.

In 2015, Hayden attracted attention for keeping all of EPFL's branches open as a haven, resource, and anchor for the community during the unrest in Baltimore after 25-year-old Freddie Gray died in police custody. That included the library's Pennsylvania Avenue branch, which is located at the center of the protests and across the street from several businesses that were burned. "If we close, we're sending a signal that we're afraid or that we aren't going to be available when times are tough. We should be open especially when times are tough," she said in an *AL* interview (bit.ly/2cjGpv4) at the time.

Hayden has received a long list of honors, both within the library world and outside of it. In 2013, she won ALA's Joseph W. Lippincott Award for distinguished service to the profession of librarianship. Specific work recognized by this award included leadership of EPFL, her work to recruit librarians from underrepresented groups through the Spectrum Initiative, and her leadership in creating the Digital Public Library of America. She has twice delivered the Office for Diversity, Literacy, and Outreach Services' Jean E. Coleman Library Outreach Lecture, and she was named Librarian of the Year by *Library Journal* in 1995.

Ms. magazine named her one of its Women of the Year in 2003 in recognition of her work against the Patriot Act, while *Fortune* named her one of the World's Greatest Leaders this year. She is also a recipient of the DuBois Circle of Baltimore's Legacy of Literacy Award; the President's Medal from Johns Hopkins University; the Andrew White Medal from Loyola College; and honorary doctorates from the University of Baltimore, Morgan State University, and McDaniel College.

From Baltimore to D.C.

How does someone become Librarian of Congress? Despite having a history with President Obama—she became friends with the Obamas during her time in Chicago—the process really began with the United States Office of Personnel Management (OPM). That office cast a wide net to seek and vet candidates for the position. In fact, Hayden had been one of the nominators. "It was quite a moment when I turned from consultant into candidate," she says.

President Obama formally nominated Hayden from OPM's list of finalists on February 24. Given Congress's attitude toward other presidential nominees in the final year of Obama's term, however, there was some concern that her nomination would never even be considered.

"That's where the goodwill of the library community came in," Hayden says. "I felt almost like Switzerland," in that her nomination did not face major partisan opposition. Instead, most of the legislators Hayden met with shared stories about their local and state librarians at home and the librarians from their childhood.

Hayden's CIPA position did lead some Republican senators to block her confirmation for several weeks. Senators Barbara Mikulski and Ben Cardin, both Maryland Democrats, eventually brokered a deal to allow the confirmation vote, which happened July 13.

The library community supported her candidacy strongly. More than 140 national and regional organizations, educational institutions, and academic libraries—including ALA and every state library association—submitted a letter urging her confirmation. Individual librarians also showed their support in a variety of ways, including the #Hayden4LOC social media campaign.

"I'd like to say thank you in as many ways as I can," Hayden says. "The support from librarians showed the power of the community, and it made all the difference in the world."

Hayden also urged librarians to maintain and build on the goodwill that the library community has with elected officials through continued advocacy and letting representatives know the ways that libraries work for their communities. Her relatively smooth confirmation process shows that advocacy can work. "It's very powerful, sitting in Washington, D.C., and realizing that the voice of the people and library groups actually means a lot," she says. **AL**



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



ESSA

and
School Libraries

ALA/AASL sessions train librarians on the fundamentals

by Sylvia Knight Norton and Marci Merola

In December 2015, Congress passed the Every Student Succeeds Act (ESSA) amid strong bipartisan support. The House passed the bill 359–64, and seven days later the Senate passed the bill 85–12; President Obama signed it into law on December 10 (bit.ly/2d2MfAl). The act, a long-overdue reauthorization of the 1965 Elementary and Secondary Education Act (ESEA), for the first time included language on “effective school library programs” and student learning outcomes. Although this Sisyphean task had been in the works since 2007, the legislation was seemingly enacted overnight, leaving some puzzled about what the victory means for library funding priorities at the state and local levels.

In 2002, when President George W. Bush signed into law the No Child Left Behind Act, the previous ESEA reauthorization, the educational decision making and resource allocations were shifted away from the states. Testing requirements were significantly increased within legislation that also lacked language to include school librarians and libraries.

Since then several iterations of educational legislation have been presented to Congress to support school librarians, but they have yielded little success. The message—with the American Library Association’s (ALA) Office for Government Relations beating the drum, the American Association of School Librarians (AASL) calling school affiliates in each state to action, and ALA members making sure their voices are heard on the Hill—was loud and clear: *School librarians ensure student success.*

What’s next

ESSA should certainly be heralded as a victory for the whole library community—but the work is far from over, and a seat at the table is not guaranteed.

Although school libraries and school librarians are specifically authorized as eligible for ESSA

funding in the legislation (for resources and professional development, for example), “eligibility” does not translate into a mandate for funding. Instead, any such mandate must come through ESSA implementation plans at the state, district, and local level. As such, this federal victory is quickly shifting to strategizing, coalition building, and lobbying at the state and local levels. While some state educational agencies are already developing plans, local communities still have time to make an impact and ensure that school libraries are represented. The rulemaking and guidance continues at the federal level, and the process in each state will continue until the governor signs by May 2017.

To strengthen state and local efforts, AASL is collaborating with ALA’s Office for Library Advocacy and Chapter Relations Office to offer free workshops to all state school library associations, as well as unified state chapters, to help prepare for ESSA implementation.

Working together, ALA is well poised to help school libraries in every state maximize the opportunities that ESSA offers. Just as it worked together to pass federal legislation, ALA is now partnering with states to ensure a sustainable

Timing, rules, and implementation

2015

DECEMBER 10 President Obama signs the Every Student Succeeds Act (ESSA) into law

DECEMBER 22 US Department of Education (ED) publishes Request for Information on regulations for Title I of ESSA

2016

MARCH 21–APRIL 19 ED holds three sessions of negotiated rulemaking (termed “neg-reg”) on assessment and issues of “supplement not supplant” (using federal funds in addition to, not instead of, state and local funding)

APRIL 27 ED releases assessment regulations that were agreed to by the neg-reg committee

MAY 31 ED releases a notice of proposed rulemaking (NPRM) on accountability and state plan issues under Title I

AUGUST 1 Elementary and Secondary Education Act waivers become null and void

AUGUST 1 Comments are due on the NPRM on accountability and state plan issues

OCTOBER 1 Effective date for competitive programs under ESSA, unless otherwise provided for in the statute

OCTOBER–NOVEMBER Final regulations published by ED

2017

FEBRUARY–APRIL States submit plans for the 2017–2018 school year

MAY–JUNE ED begins peer review and approves state plans

JULY 1 Effective date for formula grant programs under ESSA

AUGUST New state plans take effect in schools at the start of the 2017–2018 school year

All Hands on Deck for ESSA

The recently signed Every Student Succeeds Act (ESSA) provides a crucial opportunity to elevate all librarians and the communities they serve—and school librarians need the assistance of the library community to advise, organize, strategize, and build coalitions.

At the state level:

- Connect your school librarians with your local and state networks of policymakers and influencers.
- Watch for news from your state association and take action when requested.
- Attend an ESSA workshop. They are not just for school librarians. Visit essa.aasl.org/state-workshops for more information about ESSA legislation, including the location of state workshops.
- Work with your state chapter and state librarians to help school libraries create a strategy for moving forward.

In your community:

- Identify leaders who can represent public, academic, and special libraries on your state's ESSA team.
- Issue a statement in support of effective school library programs. Contact your local media and see if they'll run it as an op-ed or letter to the editor.

A victory for school libraries is a victory for all libraries. Work with your state chapters and school affiliates to get involved.

For more information, visit essa.aasl.org. ●



An ESSA workshop conducted by the Massachusetts School Library Association on September 17 at Sharon (Mass.) High School.

impact and recognition of the value of long-term financial stability for school libraries. As the saying goes, “Together, we are so much more than the sum of our parts.”

Conducted by AASL leaders in consultation with state organizations, the ESSA workshops are designed to walk attendees at any level of knowledge through an understanding of the federal legislation, the impact it can have on school libraries in their states, and details on process, timeline, and opportunities. Using key message points developed by AASL and ALA as a starting point, state workshop attendees will identify coalition partners and develop personal messaging or “elevator speeches” that will resonate in their communities and enable strong advocacy plans at the state and local levels.

Sending the message

Legislative efforts on the federal and state level are essential, but each and every school librarian must send the message to district and building-level decision makers that the profession is critically important for teaching and learning in today's K–12 education environment. We all know that a student's success in digital literacy—to access, process, and understand information to create and share new knowledge—leads to student success in college, career, and beyond. That message must be delivered to the right people.

The first trainings took place at the 2016 ALA Annual Conference in Orlando, and state-level trainings commenced in September in Delaware, Massachusetts, Michigan, Illinois, Indiana, and Georgia. Librarians of all

types, educators, and administrators attended the sessions, typically lasting four hours. Librarians from all types of libraries attended, as did other educators and administrators.

“The AASL ESSA workshop has given me powerful, concise language for advocacy, but also the information to communicate with the key stakeholders in my district and across the state of Massachusetts,” said Anita Cellucci, president of the Massachusetts School Library Association. “This is a unique opportunity to improve equitable and academic outcomes for all students.”

Connecting school affiliates with state chapters and state libraries allows ALA to close the loop. For years, ALA has referred to a library ecosystem in which libraries of all types are interdependent and need to work together for mutual success. ESSA puts this into practice in a big way. With more than 34 ESSA trainings scheduled in the fall, AASL and ALA predict they will amplify the voice of school libraries throughout the country. **AL**



SYLVIA KNIGHT NORTON is the American Association of School Librarians' executive director. She has worked as a high-school librarian, state-level coordinator for school libraries and E-rate, and an instructor coordinator for a graduate program. **MARCI MEROLA**



is director of the ALA Office for Library Advocacy, which provides resources, training, and assistance to libraries at the state and local level. Norton and Merola copresented an ESSA training in Michigan in September.

ALA JobLIST

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- **Post your résumé** for employers to find.
- **Automate**—easily create customized job alerts on the fly.

EMPLOYERS

- **Strengthen your candidate pool.** ALA reaches the engaged professionals and students you want to hire.
- **Simplify recruitment.** Flat-rate pricing, discounted multi-ad packages, and optional enhanced postings available for increased visibility.

BECOMING A

MEDIA MENTOR

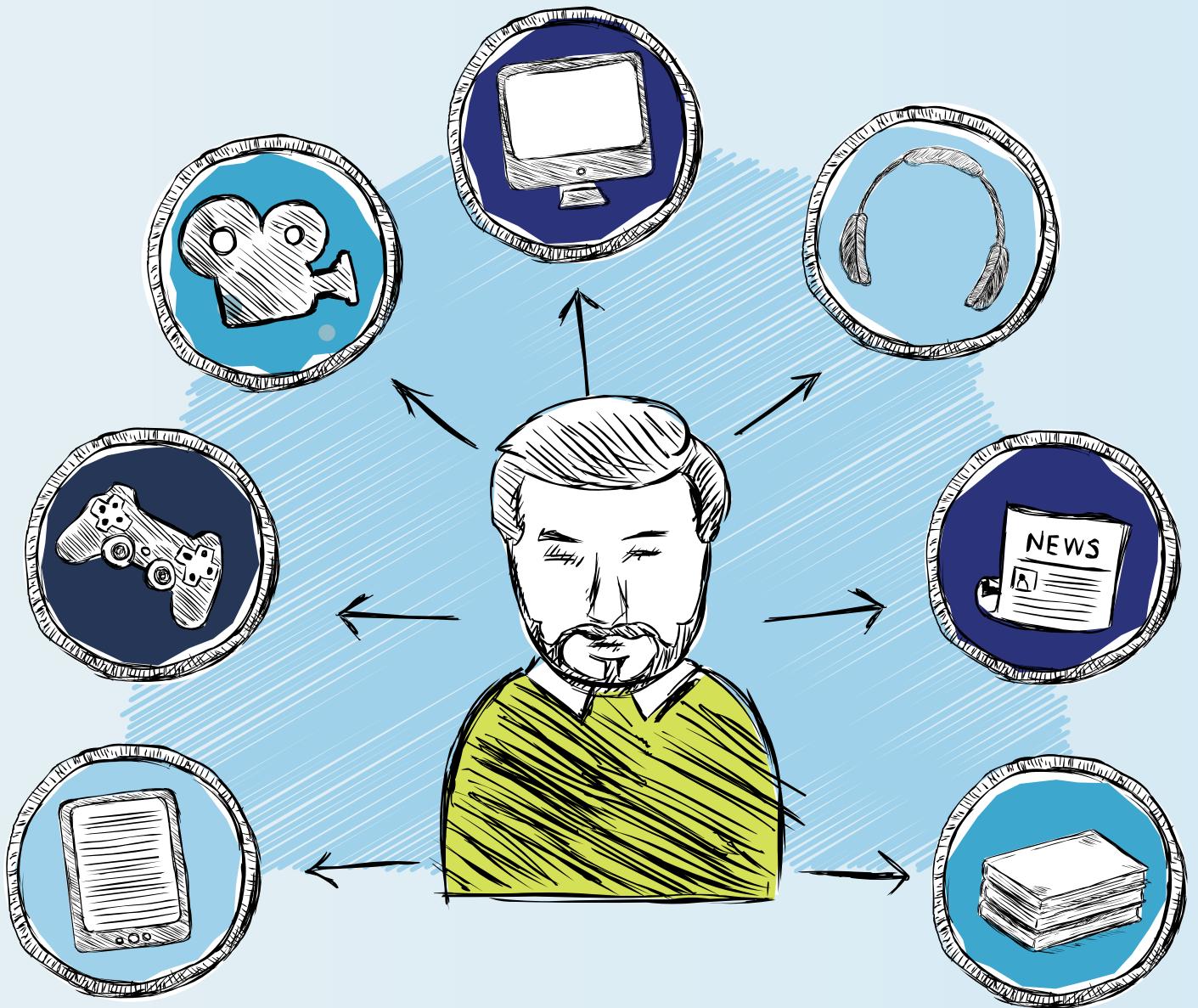
Creating trusted sources for emerging media

BY Claudia Haines, Cen Campbell, and the Association for Library Service to Children

Media mentorship is a new term referring to an old role that librarians have been playing for a long time. But it also reflects a new way of thinking. No longer are librarians the experts on a single format—books. They are now the connectors, the link between patrons and information in multiple formats. Today those formats may be books, audiobooks, and apps, but what about a year from now? What will be the best of the new media or latest technology to support early literacy, struggling readers, or aspiring engineers?

Librarians and youth services staff members are already experienced and qualified mentors, but the real question is: Will librarians continue to be the trusted source for media and literacy needs in all their forms? For media mentors, the answer is yes.

In order for individual youth services staffers to successfully take on the role of media mentor, they need to be amply supported by their peers, managers, administration, professors, and professional organizations. This support can manifest in a number of ways, such as access to professional development, inclusion of media mentor needs in budgetary priorities, hiring practices, advocacy, and moral support.



EDUCATING MENTORS

For many librarians, the path to successful media mentorship begins well before the first day on the job. Many library and information science graduate programs across the country have heeded the call for a media mentorship approach to library service and have begun incorporating coursework that supports new librarians to serve as media mentors. Classes like “Youth Development and Information Behavior in a Digital Age” at the University of Washington’s iSchool cover such topics as theories of human development and then ask students to apply those theories to youth information behavior and digital media use at various developmental stages.

Students enrolled in other programs get a taste of media mentorship also. Future librarians at Wayne State University’s School of Library and Information Science are exposed to the ideas of media mentorship and multimedia programming in a course called “Programming and Services for

Children and Young Adults.” San José State University’s coursework for aspiring youth services librarians includes “Early Childhood Literacy” as well as “Materials for Children,” both of which incorporate presentations, readings, and discussions about digital media and children.

MENTORING THE MENTORS

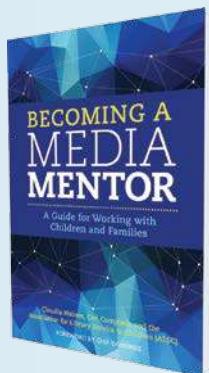
Depending on the library and available resources, mentoring mentors already in the field will take place differently. Professional development for practicing media mentors may include participation in learning opportunities such as full-day, in-person trainings; shorter workshops; state or national conferences; youth services-specific institutes; or recorded webinars. Ongoing training for media mentors might also incorporate informal peer-to-peer mentoring, paid time to explore and play with devices or technologies, subscriptions to review sources that deal directly with new media (such as *Children’s Technology Review*), and the opportunity to

experiment with media-based programs in the library. As with any new skill, managers should understand that the human learning process is iterative and that making mistakes or dealing with glitches are part of becoming proficient.

INFORMAL TRAINING

As library-school students move into the field and veteran library staffers go about their daily work, some may be unsure where to begin with media mentorship, particularly around digital media. Mentoring the mentors is an integral part of all librarianship, and many staffers regularly support each other in meetings, as part of in-house trainings, or during casual conversations. Media mentorship is no different. In fact, mentoring one another becomes even more important when working with the rapidly changing world of digital media in which “tried and true” equates to six months ago and not five years ago.

With the plethora of digital tools such as electronic discussion lists, Facebook groups, Twitter chats, blog posts, and more, mentoring each other has become much easier for library staff. The combination of face-to-face and online mentorship helps library staffers develop an informal personal or personalized learning network. Sharing research, media recommendations, program descriptions, concerns, and triumphs is an important part of mentoring the mentors and of professional lifelong learning.



This is an excerpt from *Becoming a Media Mentor: A Guide for Working with Children and Families* by Claudia Haines, Cen Campbell, and the Association for Library Service to Children (ALA Editions, 2016).

discussing inexpensive technology implementation, general presentations on media mentorship, and workshops on digital media and early literacy. Many of these are designed not only to inform the audience but also to “train the trainer,” creating mentors who can share the new knowledge.

MANAGING THE MENTORS

Directors and managers balance community needs, budgets, staff expertise, and space restrictions, among other considerations. For some youth services departments or libraries as a whole, the concept of media mentorship is a natural fit. Performing the role of youth services librarian or being part of a library staff that works with children is dynamic and responsive work. For others, incorporating media mentorship may prove more challenging. Beyond sending media mentors to local and national conferences and encouraging staff to participate in online and in-library dis-

cussions, how do managers and administration grow media mentors in more subtle ways? Although tablets and apps have specific issues that managers must plan for, important considerations for all types of media include budgetary priorities, staffing, professional competencies, evaluation, space, and advocacy.

Budgetary priorities. In response to shifting and evolving community needs, library administration will need to examine library budgets and consider how different priorities will impact spending. Technology is always changing, and budgets will have to reflect that reality, whether the community wants more graphic novels and audiobooks or more app-loaded iPads for young children. Budget considerations might include the actual cost of a device, its longevity, and the cost of content for the device.

Library expenses will never again include only plans to replace a certain number of paper books in a year. Instead, financial projections will incorporate initial purchases of new technology, new content, and content and device management systems as well as replacement costs, staffing considerations, and space design elements that accommodate use of the new technology. Comprehensive planning will need to include schedules for technology replacements, among other strategic decisions.

Decisions about technology will include many other considerations beyond just the price tag. Ease of use both for staff and patrons, popularity, quality of content, and accessibility for patrons with special needs are just some of the factors to take into account.

Staffing. Hiring staffers who embrace media mentorship will allow the library as a whole to best serve its community. Although still a budgetary consideration, media mentors are key to successfully meeting patron needs. As with

Media mentorship is not about having the latest and greatest technology. It is about library staff helping families find the best tool and creating the most positive experience possible.

FORMAL TRAININGS, CONFERENCE SESSIONS, AND PUBLICATIONS

In 2012, a panel of librarians presented “There’s an App for That: Using Technology to Enhance Children’s Librarianship” at the American Library Association’s Annual Conference. Librarians were clamoring to hear how the newest technology at the time, the iPad, was being integrated into learning environments. Since then, similar sessions, preconference workshops, and formal trainings have taken place across the country. They have included webinars on STEAM (science, technology, engineering, art, and math) and coding, trainings on new media in storytime, panels



other profession-wide initiatives, media mentorship is not about having the latest and greatest technology. It is about library staff helping families find the best tool and creating the most positive experience possible. Engaging families and their 21st-century kids and teens requires an innovative, creative, curious, and thoughtful media mentor.

Space. Technology is not the enemy. It is tempting to operate as if supporting literacy is a zero-sum game in which the players are technology and books. But it is not a simple dichotomy. Whether it involves a simple change in seating or a major space renovation, managers must plan the library's space in relation to the new technologies. Ten years ago a listening station in the children's room may have required a small table, a plugged-in cassette player, a box filled with cassette tapes, and hard plastic child-sized chairs. Today, the station may be a cushioned window seat for two and include an iPad loaded with digital audiobooks and two sets of headphones. Although space renovations and updated configurations for new technology may require budgetary adjustments, sometimes all that's needed is a bit of repurposing or sharing of existing resources.

Libraries have become not only spaces shared by diverse types of people, but also spaces used in diverse ways. For some, the library continues to be a space solely for quiet reading of paper books. For others, the library has become the place to access a multitude of tools and materials not available at home or elsewhere. And for still others, the library is a social space where learning and conversation go hand in hand. Shared spaces are both beautiful and challenging. It is up to media mentors and their managers to identify and fulfill the divergent needs and desires of the library's many users and to help the community understand, and even appreciate, the library's unique nature.

Advocacy. Media mentors and patrons need managers and an administration that advocate for the services they provide and the resources they make available. Advocacy first involves understanding both the role of the media mentor and the needs of the community. Advocacy then takes many forms, some grandiose and others more subtle. It may be sharing stories with political figures about positive interactions between mentors and kids, teens, and families. It may come in the form of budget requests for

equipment, conference attendance, or temporary staffing for mentors who are attending training.

It may also mean advertising and marketing new, innovative programs; discussing media mentorship at staff meetings; or making presentations to the board and Friends group. Some advocacy goes farther, spreading the word through newspaper or local magazine articles written by library staff about library services, through radio interviews, and through regular literacy or librarian features on the local nightly news. For families, the broader community, administrations, and political figures, each advocacy piece draws a much clearer picture of what youth services staff at a local library can do and offer, and it reinforces the library's relevance as a valuable, 21st-century space.

SUPPORTING MEDIA MENTORS AND PATRONS

If libraries want to support patrons, embracing media mentorship will involve more than attending a webinar or buying an iPad. The idea of media mentorship is shifting how libraries work and how families connect with the library in a positive way. Access to innovative informal and formal education, institutional support, and collaboration are keys to a fruitful shift.

The evolution and adoption of digital technology have quickened in recent years, and youth services staff are well suited to evolve along with it. Consider past innovations: Graphic novel collections, magazines, 16mm-movie showings, and the use of boomboxes in storytime all demonstrate that the library continues to be a place of thoughtful media use and inclusion. Some librarians continue to push the outer edges of innovation while others adopt practices at a slower pace, but with their communities in mind, media mentors of all kinds demonstrate their continued relevance. The support of managers, administrators, library schools, professional organizations, and funders will help media mentors make great things happen. **AL**



CLAUDIA HAINES is youth services librarian and media mentor at Homer (Alaska) Public Library. **CEN CAMPBELL** is a children's librarian, author, and founder of LittleLit.com.

Making the Most of MIDWINTER

Meeting must-dos for Atlanta, January 20–24, 2017

Midwinter offers numerous opportunities to connect and engage with colleagues. You'll witness the transformative power of libraries, discuss trends and innovations, see policy and advocacy take shape, and discover ways to make your institution more diverse and inclusive.

This year, in addition to the events and sessions you've come to expect from Midwinter, you'll have a chance to be part of the new Symposium on the Future of Libraries.

Staying ahead of the curve

Sponsored by the American Library Association's (ALA) **Center for the Future of Libraries**, the new **Symposium on the Future of Libraries** (bit.ly/2c9foWy) is included with full registration for the 2017 ALA Midwinter Meeting & Exhibits. It offers you the chance to spend Saturday, Sunday, and Monday (January 21–23) exploring the near-term trends already inspiring innovation in academic, public, school, and special libraries, and the longer-term trends that will help us adapt to the needs of our communities. Advance sign-up is not required.

The symposium integrates and builds upon Midwinter's popular **ALA Masters Series** and **News You Can Use** updates, which highlight advances in libraries. It will include:

- Plenary sessions with the civic, education, and social innovators who are creating what's next for cities, campuses, and communities
- Insights from library professionals introducing new services, spaces, collections, and partnerships
- Discussions with experts and thinkers from allied professions and disciplines sharing their visions for the future and helping us think beyond our current work
- Emerging products and services for libraries in the exhibit hall

For a tentative schedule, visit bit.ly/2bGMAoj.

Want to discover Atlanta?

Visit the informational website created for ALA by the city of Atlanta—which includes a list of attractions and special offers—at attend.atlanta.net/ala.

Need to convince your boss?

ALA has resources (bit.ly/2bGUJt7) to help you make the case to your supervisor for attending. View outlined benefits, a budget worksheet, and testimonials from previous attendees.

Have career questions?

ALA's JobLIST Placement and Career Development Center will again provide free career counseling and connect job seekers and employers.

Compelling speakers

Midwinter showcases high-profile and inspiring speakers, including bestselling authors, thought leaders, industry icons, and technology innovators.

- Get inspired by acclaimed sociopolitical comedian W. Kamau Bell at the **Opening Session** (Friday, January 20); see award-winning children's book authors Susan Tan and Margarita Engle team up to talk diversity in youth literature as part of the **Auditorium Speaker Series** (Saturday and Sunday, January 21–22); and don't miss the **Arthur Curley Memorial Lecture** (Saturday, January 21), commemorating Curley's dedication to intellectual freedom and the library as a center of transformation.
- Attend the **ALA President's Program** (Sunday, January 22), where Julie B. Todaro will offer an update on the "Expert in the Library" focus of the ongoing Libraries Transform campaign.
- Be a part of the **Martin Luther King Jr. Holiday Observance and Sunrise Celebration** (Monday, January 23), commemorating King's legacy and recognizing the connection between his life's work and the library world.
- **Neil Patrick Harris**—actor, producer, director, author, and magician—will be the **Closing Session** speaker (Monday, January 23). Harris's latest endeavor is *The Magic Misfits*, in which he combines his passion as a magic enthusiast with his recent experiences as a parent to craft a book series that will inspire and entertain middle-grade kids.



W. Kamau Bell



Neil Patrick Harris

Collaborative learning

Hundreds of peer-driven topics for formal and informal discussion are complemented by the **Library Unconference** (Friday, January 20) and the **Ignite Sessions** (Saturday and Sunday, January 21–22). **Networking Uncommons** provides opportunities for questions, networking, conversation, small-group follow-ups, and impromptu sessions throughout the conference.

The exhibit hall

With more than **450 exhibitors** and **hundreds of authors**, you can get the latest on books, products, technology, tools, and services in the exhibit hall. Attend signings, take home ARCs, and enjoy specialty pavilions and live stages including the **Book Buzz Theater**, **What's Cooking @ ALA Cooking Demonstration Stage**, and the **PopTop Stage** (Friday–Monday, January 20–23). Visit alamidwinter.org/general-exhibits for more information.

And the winners are ...

- For the second time at Midwinter, announcements of the Andrew Carnegie Medals for Excellence in Fiction and Nonfiction will be made as part of the **RUSA Book and Media Awards Ceremony and Reception** (Sunday, January 22) alongside the Reading List, Notable Books, and Listen List selections.
- Honoring books, videos, and other outstanding materials for children and teens, the **Youth Media Awards** (Monday, January 23) will reveal the winners of the Newbery, Caldecott, Printz, Coretta Scott King, and other youth awards and medals.

Ticketed events

For special events that require tickets and a wide range of professional development opportunities preceding Midwinter, visit alamidwinter.org/ticketed-events. Of special note for 2017 is the **ALSC Mini Institute** (Friday, January 20), a one-day learning opportunity focused on youth services librarianship. **AL**

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Check out the ALA Midwinter Scheduler in November—and the mobile app in December—to receive updates, organize your events, get tailored recommendations, and create a shareable calendar.



**ALA ATLANTA
MIDWINTER
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Worth a Thousand Words

Infographics can help tell your library's story

Years ago, I set up giant Post-it pads on easels around the library with questions for students. I hoped to get feedback about what they liked and what they wanted to see changed. I entered their feedback into a spreadsheet, analyzed the data, and discovered interesting things, but I also needed to present an easily digestible version of the results to my colleagues.

One technique I tried was putting all of the comments into Wordle (wordle.net), a tool that creates word clouds showing by size the relative frequency of each word. One of the largest terms in the cloud was *quiet*. Our library had been focused on building and enhancing collaborative spaces, so the word cloud provided a valuable reminder that many of our students valued our quiet spaces. It was still important to read the full comments to understand how to act on the feedback, but the word cloud made apparent the most pressing concerns of our students without needing to pore over a spreadsheet.

In an effort to make evidence-based decisions, librarians collect a lot of data, but data must be shared and used to be most effective. It is especially important for libraries to tell their stories to stakeholders, whether they are demonstrating value or increasing awareness. In our soundbite culture, finding ways to turn raw data into something concise and compelling is critical. Edward R. Tufte, author of the outstanding guide *The Visual Display of Quantitative Information*, suggests that “graphical excellence is that which gives to the viewer the greatest number of ideas in the shortest time with the least ink in the smallest space.” This can be achieved through infographics.



An infographic, a graphical display of data, allows the creator to tell a story through visually engaging representations of information. Going beyond pie charts and bar graphs, infographics use familiar images and icons to make information easily digestible. While internal stakeholders may need access to more granular data, infographics are great for sharing library data with external stakeholders. For example, the DePaul University Library in Chicago created an infographic on Library Snapshot Day (bit.ly/libsnapshot) that illustrates the ways patrons use its library.

Not only useful for annual reporting and sharing assessment results, graphics can also convey instructional information. Boiling down complex ideas into graphics with minimal wording can be challenging, but research on the picture-superiority effect (bit.ly/2bQBfjK) suggests that graphics are more readily processed and remembered than text or oral explanations alone. At the Portland (Oreg.) Community College Library, my colleague

Finding ways to
turn raw data into
something concise and
compelling is critical.

Sara Robertson worked with a graphic design student at our college to design an infographic (bit.ly/knowyoursources) to help students better understand the characteristics of different types of sources. At libraries that don't have graphic design talent at hand, students in relevant fields are often looking for opportunities to build their portfolios, so a partnership can be a win-win.

If you're not a graphic designer, newer web-based tools like Canva (canva.com), Piktochart (piktochart.com), Venngage (venngage.com), and Infogram (infogr.am) can make it easier for a novice to design sophisticated-looking infographics. You can even use familiar desktop tools such as PowerPoint and Keynote to design infographics.

Although the tools can help, creating a concise and engaging infographic is an art. For people like me to whom visual design does not come naturally, many great books and websites are devoted to the topic, including the works of Tufte. Librarian Design Share (librariandesignshare.org) includes terrific examples from other libraries, and UK librarian Ned Potter's blog (ned-potter.com) contains a treasure trove of design dos, don'ts, and tips.

Like learning to write for the web, designing effective infographics has a learning curve. Given the growing importance of telling our library's story, developing expertise in this area should be a priority for all libraries. **AL**

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

Improve Your Analytics Data

How to refine the tool to better assess your website

Google Analytics is a data-tracking service that can help you make important decisions about your website. Are you getting the best data from this tool? Most likely not, since Google Analytics does not automatically enable several essential features that enhance its data collection ability. This means your library website usage statistics may not be as valid (or useful) as you hoped. You can remedy this issue by enabling three easy administrative features to reduce junk traffic, track user actions, and set goals to instantly improve your results.

Reduce junk traffic

Traffic generated by spambots and junk referral websites is a nasty issue that all web analytics tools face. Spam traffic generates sessions and pageviews by nonhuman visitors and clutters up your data by making it difficult to identify usage by your website's real users. It also tends to inflate such negative metrics as bounce rate. Overall, it just adds bad data to your reports. While it is not possible to completely stop this issue from occurring, Google Analytics has two methods to help reduce data from spammers—enabling bot filtering (bit.ly/2c4x0mr) and creating additional filters (bit.ly/2bMxTSw) to remove junk referral traffic. Both options take minutes to implement and will cut down on that spurious data.

Track actions

By default, Google Analytics is designed to track pageviews, not user actions. A pageview occurs when one of your website's pages displays in a web browser. This only tells you that a user viewed a



certain webpage, not what that user did on that webpage. Did she click a link? Did he interact with a feature? You are missing out on potentially useful information that can help you assess your website. The solution is to use event tracking, which allows you to track user clicks and actions on your website.

Enabling event tracking (bit.ly/2bDPcTZ) on your website is easy with Google Tag Manager (bit.ly/2bRcE10). Google Tag Manager is a separate tool that offers a user-friendly interface to create tags (bit.ly/2bMyl3i) that trigger tracking on specific user actions using Google Analytics' event tracking ability. You can create a tag in Google Tag Manager, add your Google Analytics tracking ID number, and tell the tag what data to track and when to track it. No coding experience is necessary, but implementing Google Tag Manager requires you to replace the old Google Analytics tracking code on your

Google Analytics has two methods to reduce data from spammers: bot filtering and removing junk referral traffic.

website with the Google Tag Manager container snippet.

Set goals

Conversions, also known as goals, are another useful metric available in Google Analytics. A conversion (bit.ly/2c0ocy1) is a desired action or outcome on a website. The possibilities are endless because any user interaction tracked as an event can also be tracked as a conversion. For example, to measure the effectiveness of your website to get people to register for an event, set up event tracking on your online registration form and then create the conversion to track it. This conversion reports how often users visit your site to register for these events and other useful details, such as how those users found that registration form. All are useful data points to help you measure the success of a website.

Although Google Analytics is a free tool, your library should be prepared to invest staff time in improving how it tracks data. Using Google Analytics' filters, event tracking, and conversion features is an easy investment that leads to better data. Just remember that each website is different—your library's website is not the same as your library's catalog. These websites have different features, different purposes, and different outcomes. Thus it makes sense for you to customize Google Analytics on multiple web presences to ensure that it reports the usage data you are looking for. ^{AL}

TABATHA FARNEY is director of web services and emerging technologies for the Kraemer Family Library at the University of Colorado Colorado Springs. Adapted from "Google Analytics and Google Tag Manager," *Library Technology Reports* vol. 52, no. 7 (October).

'Tis the Season ...

To think critically about holiday programming

Winter is fast approaching, and it's time to analyze how you handle holiday programming at your library. Do you put up a Christmas tree? If you offer religious programming, do you include all religions? Do you partner with organizations in your community to ensure that your offerings are wanted and culturally relevant? Have you ever considered what the "holiday season" is like at your library and why?

In recent years, there has been much discussion among children's librarians about whether to provide—and how to execute—holiday programming. I think the answers to those questions depend on your community, and the first step is to stop and think objectively about what you're offering and why.

Start by reading "Librarians—Check Your Holidays at the Door" (bit.ly/2cEYbqF), a 2014 opinion piece written by Kendra Jones, joint chief of Storytime Underground, and don't skip the comments. Jones argues that it is impossible to include holiday programming and decorations without excluding someone, and that it's important for the library to be a welcoming space for all people.

Continuing the discussion started in Jones's post, Lindsey Krabbenhoft, creator of the website Jbrary, wrote "Jumping Off the Holiday Ban-Wagon" (bit.ly/2cBPH1M). After reading the column and comments, check out the Community-Led Libraries Toolkit that she shares (bit.ly/1MsgTMJ). Krabbenhoft urges professionals to follow the community-led libraries model and says that libraries can provide holiday programming within that model without focusing on religion. She also



points out that every program has the potential to exclude someone.

Others have made that same argument. I asked Jones why holiday programming is different. "The difference between [non-religious programs] and programs with a Christmas or Easter theme is that the latter are based on a religion that is not shared by many of our community members, and those who do celebrate can easily access festivities elsewhere," she says. "We don't need to improve access to Christmas."

While Jones writes in her piece, "you should not provide holiday programs this winter or ever," Krabbenhoft told me that holiday programming does not have to be an all-or-nothing affair. "There is a gray area in this discussion, and that's where I think community-led librarianship comes in," she says. "In this model, library staff members actively work out in the community—building relationships, getting to know people, learning about the area's needs—in order to connect people

Programming choices have the potential to offend and exclude, just as they have the potential to educate and enrich.

to the library. It requires a change in traditional thinking. Rather than presenting ourselves as the experts, we stop and listen and engage and listen some more and work together."

Opinions about holiday programming in libraries vary tremendously, and the debate can elicit emotional responses. Though it can be a hard conversation to have with colleagues and community members, I think it's important to examine holiday offerings and think critically about them.

Thinking critically about programming does not mean our libraries have to be blank spaces. We need to be aware that our programming choices have the potential to offend and exclude, just as they have the potential to educate and enrich. We should constantly be questioning what we're doing and how it functions for our audience. Specifically, ask yourself:

- Am I doing this programming for me or for my community?
- Do I *know* what my community wants and needs, or do I just *think* I know?
- Why is the library the place for this program to happen?

And what if yours is a library with a long tradition of holiday programming that you find to be ineffective or exclusionary? You may want to consider transitioning to programming that celebrates winter, snow, cooking, love, or families.

Great libraries constantly evaluate the programs and services they are offering. If you've never taken a moment to step back and examine how you treat holidays in your library, now is the time to start. **AL**

ABBY JOHNSON is youth services manager at New Albany-Floyd County (Ind.) Public Library. Find her at abbythelibrarian.com.

Statement of Ownership, Management, and Circulation

Extent and nature of circulation:

"Average" figures denote the number of copies printed each issue during the preceding 12 months.

"Actual" figures denote number of copies of single issues published nearest to filing date, the June 2016 issue.

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Average 49,092; Actual 50,145

Paid in-county subscriptions: None

Sales through dealers and carriers, street vendors, and counter sales:
Average 2,003; Actual 2,029

Other classes mailed through the USPS: None

Total paid and/or requested circulation: Average 51,095; Actual 52,174

Free distribution by mail outside-county: None; **In-county:** None

Other classes mailed through the USPS: Average 27; Actual 39

Free distribution outside the mail:
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Total free distribution:
Average 1,340; Actual 1,746

Total distribution: Average 52,435; Actual 53,920

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Actual 96.76%

Statement of Ownership, Management, and Circulation (PS Form 3526) for 2016 filed with United States Postal Service in Chicago, Sept. 13, 2016.



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Information Literacy

Unlocking the framework

The library is central to our free society. It is a critical element in the free exchange of information at the heart of our democracy.”—Vartan Gregorian, president, Carnegie Corporation of New York (*In Praise of Libraries*, 1989).

If libraries are a cornerstone of our democracy, librarians are the key to their riches. Librarians are also the key to enabling library users to unlock those riches on their own, whether through one-time bibliographic instruction or a more embedded form of instruction—information literacy.

At its January 2016 meeting, the board of directors of the Association of College and Research Libraries (ACRL) adopted the “Framework for Information Literacy for Higher Education” (ala.org/acrl/standards/ilframework). It presents six interconnected core concepts, or frames, each central to information literacy. Two books amplify the document with practical applications; the four additional books



are more tangential but nevertheless informed by the “Framework.”



Teaching Information Literacy Reframed: 50+ Framework-Based Exercises for Creating Information-Literate Learners, by Joanna M. Burkhardt,

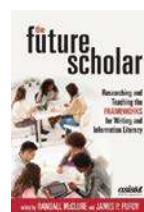
works through each of the six frameworks, offering exercises that build expertise in each. For example, for the “Research as Inquiry” frame, which seeks to build expertise in asking the right questions to draw conclusions, there are exercises in narrowing options for a cell-phone purchase, developing an outline,

and understanding primary sources.

They may not be radically different from past information literacy exercises, but their purpose and context have shifted.

Indexed. ALA Neal-Schuman, 2016. 232 P., \$58. PBK. 978-0-8389-1397-0.

The Future Scholar: Researching and Teaching the Frameworks for Writing and Information Literacy, edited by Randall McClure and James P. Purdy, explores



the impact of the ACRL “Framework” as well as the 2011 “Framework for Success in Postsecondary Writing,” authored in collaboration with the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project. The editors posit that the documents together are a confluence of 21st-century skills. This book is the third in a series (with *The New Digital Scholar* and *The Next Digital Scholar*) addressing ways librarians

THE BESTSELLERS LIST

TOP 3 IN PRINT

1 | Foundations of Library and Information Science, 4th Edition

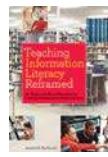
by Richard E. Rubin, foreword by Joseph Janes



Spanning all types of libraries, this book illuminates the major facets of library and information science for aspiring professionals as well as those already practicing in the field.

2 | Teaching Information Literacy Reframed: 50+ Framework-Based Exercises for Creating Information-Literate Learners

by Joanna M. Burkhardt



This book puts ACRL’s “Framework for Information Literacy for Higher Education” into straightforward language with more than 50 classroom-ready exercises.

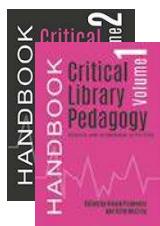
3 | Library Improvement Through Data Analytics

by Lesley S. J. Farmer and Alan M. Safer



Designed to be useful for novices as well as those with a background in data, this book introduces the basics of the Six Sigma framework as a model that can be applied to a variety of library settings.

can transition to practical implementation of the frameworks in order to help students develop habits and skills critical to success in the digital information economy. Information Today, 2016. 368 P. \$59.50. 978-1-5738-7530-1. (Also available as an ebook.)

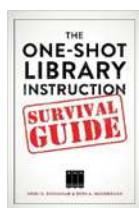
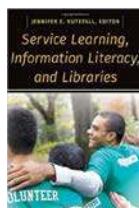


Pushing the boundaries of information literacy, *Critical Library Pedagogy Handbook* volumes one and two, edited by Nicole Pagowsky and Kelly McElroy, explore issues of “the theory and practice (or praxis) of inclusive and

reflective teaching in order to broaden students’ understanding of power structures within the education system and in society.” In two volumes, “Essays and Workbook Activities” and “Lesson Plans,” the editors have assembled discussions and tools to help practitioners incorporate elements into teaching for social justice. ACRL, 2016. 552 P. \$95. PBK. 978-0-8389-8917-3.

Service Learning, Information Literacy, and Libraries, edited by Jennifer E. Nutefall, takes information literacy in yet another direction: into the community. Service learning from the students’ standpoint is the opportunity to work in the community, practicing skills, developing a sense

of social responsibility, and reflecting on the experience. The essays and case studies collected by Nutefall, some of which derive from a 2014 colloquium held at Santa Clara University, explain how information literacy practices can be used to enhance what students learn from the learning projects. For librarians, supporting service learning enables reaching into the community to demonstrate, perhaps to a new audience, the benefits of librarians’ skills. Libraries Unlimited, 2016. 155 P. \$65. PBK. 978-1-4408-4091-3. (Also available as an ebook.)



For a more immediate assist in developing a library instruction program, try the second edition of *The One-Shot Library Instruction Survival Guide*, by Heidi E. Buchanan and Beth A. McDonough. By “one-shot,” the authors are referring to a single presentation to a class, perhaps an orientation to library resources, rather than a course of study integrated into the curriculum. At first glance the “one-shot” might not fit into the ACRL “Framework,” but the authors integrate the concept

with a practical twist. They look at collaborating with the faculty, classroom strategies, adapting to different environments, assessment, and managing one’s own success. ALA Editions, 2014. 136 P. \$48. PBK. 978-0-8389-1215-7.



Also of a more practical bent is *Librarians and Instructional Designers: Collaboration and Innovation*, by Joe Eshleman, Richard Moniz, Karen Mann, and Kristen Eshleman. We live, work, and learn in a networked world. Starting in the primary grades, learning is supported or enhanced by online programming. Sometimes it’s only assessment or an interactive bit of content; at other times it’s a whole course. The essays in this book explore how librarians designing instruction might benefit from collaborating with a campus instruction design team, as well as how to proceed if the team is absent. The authors compare the skill sets of the two groups of practitioners and review best practices, again informed by ACRL’s “Framework.” ALA Editions, 2016. 216 P. \$65. PBK. 978-0-8389-1455-7. **AL**

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

The Top-Selling Books from ALA Publishing (Since September 1, 2016)

TOP 3 IN EBOOKS

1 | Five Steps of Outcome-Based Planning and Evaluation for Public Libraries

by Melissa Gross, Cindy Mediavilla, and Virginia A. Walter



This book combines planning and evaluation in a holistic approach, helping public library managers and staff put library resources to work for the community.

2 | FRBR, Before and After: A Look at Our Bibliographic Models

by Karen Coyle



Coyle’s articulate treatment of the issues at hand helps bridge the divide between traditional cataloging practice and the algorithmic metadata approach.

3 | Intellectual Freedom Manual, 9th Edition

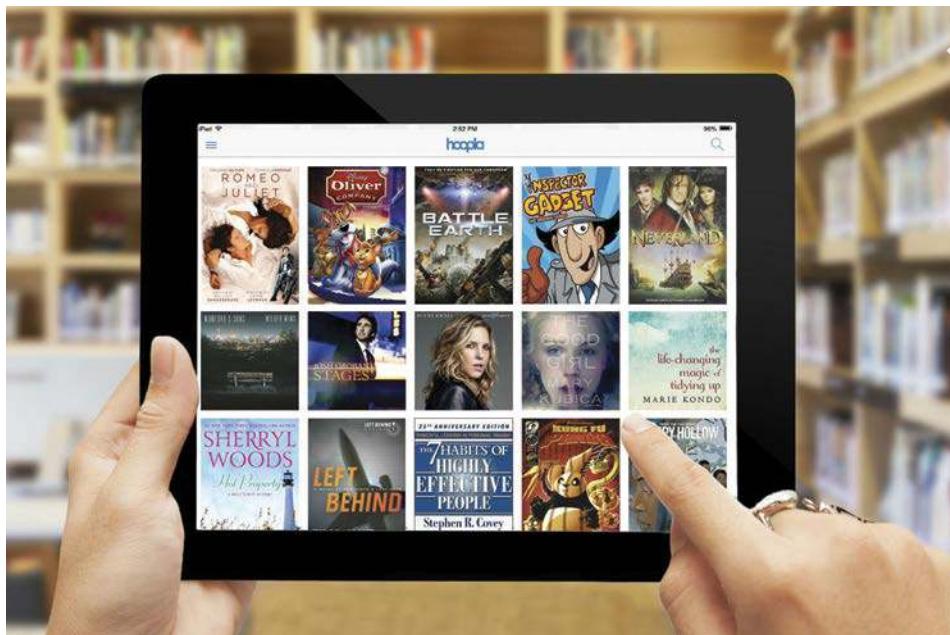
by Trina Magi, editor, and Martin Garner, assistant editor, for ALA’s Office for Intellectual Freedom



This must-have tool will help librarians ensure that institutions of all kinds remain beacons of intellectual freedom.

SOLUTIONS

Products and services



Hoopla's catalog includes more than 500,000 items and is accessible by mobile app.

It has been only a few years since all major publishers made their ebooks available to libraries, and many are still offered to libraries at above-market rates. Hoopla uses a pay-per-circulation fee structure, with a maximum charge of \$3.99 per borrow. To control costs, libraries can also set a budget, limit the maximum number of borrows per patron, and set the maximum price per circulation that patrons can check out. Librarians can set and modify circulation protocols and lending limits through an administrator dashboard on Hoopla's website, which also includes live-updated circulation statistics.

For more information, visit midwesttape.com/hoopla.

Online Streaming Options

New services offered by Hoopla and Alexander Street

As streaming music and video online becomes more prevalent and as more platforms transition to paid-only subscriptions, several platforms are expanding the ways that libraries can offer their own streaming services.

Hoopla

Hoopla, launched in 2013 by Midwest Tape, provides single-platform access to most major types of digital holdings: audiobooks, ebooks, video, and music. Patrons can access content either by streaming it from the Hoopla website or by using the mobile app, which allows both streaming and temporary downloads for offline access. Items are automatically removed from the patron's devices once the borrowing period has expired—there

are no late returns or fines. Hoopla's recent 4.0 update includes improved content discovery tools, faster browsing, and a built-in audio player. The website has also been modified to cobrand with the user's library when he or she is logged in.

Hoopla's catalog has expanded significantly since its launch. Patrons currently have access to more than 500,000 items that include titles from music partners Universal and Warner, videos from a long list of partners including Disney and MGM, and audiobooks from nearly all of the Big Five publishers. Librarians can create collections using this catalog and share them with patrons to showcase a specific topic or genre, local content, or any other type of recommendation.

Public Library Video Online: Premium

Alexander Street Press, one of the largest providers of streaming video to libraries in North America, has launched a video-streaming database built specifically for public libraries. Public Library Video Online: Premium offers 42,800 videos including documentaries, television programs, feature films, and educational content from partners such as CBS, PBS, NBC, and the BBC. Videos are available in a wide range of subject areas, including news and current events, history, science, fashion, business, economics, and feature films.

Pricing for the service depends on the size of the population served by the library system, with cost per video starting at \$0.08. After a year's subscription, and for each year after, the library can select

CASE STUDY

Seattle adopts a MUSICat

How do you use MUSICat?

Our application of the MUSICat platform is called PlayBack, and we've based a lot of it on the Yahara Music Library at Madison (Wis.) Public Library and Capitol City Records at Edmonton (Alberta) Public Library. We use this platform to help the local music community build unique collections, enable discovery of and access to local music, and support local musicians and music organizations in cultivating a stronger, more collaborative Seattle music scene. PlayBack has been funded by Seattle Public Library Foundation for two years as a pilot project.

USER: Andrew Harbison, assistant director for collections and access, Seattle Public Library



PRODUCT: MUSICat, musicat.co

DETAILS: MUSICat, a project from the software company Rabble, is an open source platform that allows libraries to curate and host collections of local music for streaming and download. It provides libraries with the tools to license albums and share music freely with library cardholders.

How does MUSICat serve your library's needs? We have a strategic goal of engaging local creative communities in new ways by offering relevant, inclusive, and participatory programs and services, as well as by better representing the work of these communities in the library's collections. We're reaching new audiences and building new partners to accomplish these goals.

What are the main benefits? The main benefits include an out-of-the-box local streaming-and-download music platform that integrates submission, jurist review, and selection processes; licensing agreements; analytics and reporting; and communications. That functionality has helped us build many new connections with artists, fans, and music organizations like radio stations and venues. In addition, we've also had great support from the software company Rabble and Madison and Edmonton librarians to work through implementation and some unique characteristics of PlayBack.

What would you like to see improved or added to their service? There are a number of features that we're collaborating on with Rabble. Some of these include the ability to create, play, and share playlists; shuffle play; data export; and more customized reporting, as well as some additional administrative workflow functionality. The Rabble team has been a great partner in helping us envision and realize a new service that supports, engages, and enhances our music community. ●



permanent rights for the titles that are viewed most. Archival copies of these selections are also available.

Public Library Video Online: Premium integrates many of the features that Alexander Street has been known for, including synchronized scrolling video transcripts that are fully searchable. Users will have the ability to engage with the videos by taking notes, making video clips, and sharing playlists. The platform also supports use with JAWS screen-reader software, allowing a more accessible experience.

For libraries looking to provide a selection of local content, Public Library Video Online: Premium also offers the option to upload an unlimited amount of locally produced video to supplement their collections—to be available either locally or to anyone in the world—through Alexander Street's Media Hosting Service. This content can be linked to the library's catalog and made searchable as part of the collection.

For more information on Public Library Video Online: Premium, visit alexanderstreet.com/products/public-library-video-online-premium. AL

Alexander Street's Public Library Video Online: Premium

Seattle PlayBack on MUSICat



PEOPLE

Announcements

ON THE MOVE

Salt Lake City Public Library named **Peter Bromberg** executive director, effective September 12.



Texas Tech University Libraries in Lubbock appointed **Ryan Cassidy** maker-space librarian in August.

In July **Thomas Reed Caswell** became director of public services at the University of North Florida's Thomas G. Carpenter Library in Jacksonville.



Stephanie J. Coakley became executive director of Pequot Library in Southport, Connecticut, on July 18.

Lisa R. Coats was appointed humanities librarian at the University of North Carolina at Wilmington's William Madison Randall Library, effective August 1.



Catherine Cooney became adult services librarian at Ames (Iowa) Public Library August 22.

Charleston County (S.C.) Public Library named **Nicolle Davies** executive director July 19.



September 19 **David de Lorenzo** joined the University of Oregon Libraries in Eugene as Giustina Director of Special Collections and University Archives.



Susan Fliss became dean of libraries for Smith College in Northampton, Massachusetts, on September 1.

Wendy Jo Girven joined the University of New Hampshire Library in Durham as business librarian in July.

Kudos

Deirdre "Dee" Brennan, executive director of the Reaching Across Illinois Library System, received the Illinois Library Association's Atkinson Memorial/Demco Award recognizing sustained activity and contributions that have a lasting impact on librarianship. ●

Hannah Winkler Hamalainen became geospatial and earth sciences librarian at the University of New Hampshire in Durham in July.

August 1 **Marjorie Harrison** became director of Calcasieu Parish (La.) Public Library.

July 1 **Kayla Johnson** became first-year instruction librarian in University of North Carolina at Greensboro Libraries' Research, Outreach, and Instruction Department.

August 1 **Marian Lytle** became director of Mooresville (N.C.) Public Library.

Maria Taesil Hudson McCauley was appointed director of the Cambridge (Mass.) Public Library in August.

August 1 **Gloria Meraz** joined the Texas State Library and Archives Commission in Austin as assistant state librarian.

Janet M. DeVries Naughton joined Palm Beach State College in Lake Worth, Florida, as associate professor and librarian, August 1.

Champaign (Ill.) Public Library named **Donna Pittman** library director in July.

Jenay Solomon was appointed diversity resident at the University of North Carolina at Greensboro Libraries, effective July 25.



Nicole R. Steeves became director of Fox River Grove (Ill.) Memorial Library August 16.

In August **Kimberly Sweetman** joined the University of New Hampshire Library in Durham as associate dean.

PROMOTIONS

In August **Cynthia Blaschke** was promoted to assistant professor at Fletcher Technical Community College in Schriever, Louisiana.

Lafayette (La.) Public Library System promoted **Teresa Elberson** to director August 11.

LaFayette-Walker County (Ga.) Public Library promoted **Karen Thompson** to assistant manager in July.

RETIREMENTS

Andrew Jackson (Sekou Molefi Baako) retired June 28 as director of Queens (N.Y.) Library's Langston Hughes Community Library and Cultural Center.

Jan Sanders retired as library director of Pasadena (Calif.) Public Library August 26.

Daniel Starr retired August 26 as associate chief librarian of Thomas J. Watson Library at the Metropolitan Museum of Art in New York.

AT ALA

Katie Bane became marketing and sales manager for ALA Digital Reference August 8.

Julie Cai moved to ALA Graphics as project coordinator August 1. She previously served as a marketing assistant in ALA Membership.

Larra Clark, previously deputy director of the Office for Information Technology Policy (OITP), is now

In Memory

Myron Flugstad, 65, assistant director for technical services and a librarian at Arkansas State University's Dean B. Ellis Library in Jonesboro for 27 years, died August 22. Flugstad was a founding member and past president of ARKLink, the Arkansas academic library consortium, and led several library automation initiatives. He previously worked at Concordia College in Moorhead, Minnesota, and Kenosha (Wis.) Public Library.



Ruth I. Gordon, 83, a teacher and librarian at several schools in California, died July 18. Gordon served as director of school libraries for Lassen County Office of Education, director of libraries for the Cloverdale Unified School District, and librarian at Kenilworth Junior High School in Petaluma. She wrote and edited several books. She also served on ALA Council (1991–1995), on the board of the Association for Library Service to Children (1986–1989), as chair of the Notable Children's Books committee and the John Newbery Award committee, and as president of the Association of Children's Librarians of Northern California.

Geraldine B. King, 80, president of ALA's Reference and Adult Services Division (later RUSA) from 1981 to 1982, died July 18. King worked in many libraries throughout her career and taught library science at St. Catherine's University in St. Paul, Minnesota. She was editor of *Reference Quarterly* (later Reference and User Services Quarterly) from 1976 to 1979.

Deborah Miller, 78, trustee of the Schaumburg (Ill.) Township District Library for more than 40 years until stepping down in 2015, died July 23. Miller won many awards during her career, including the ALA White House Conference on Libraries Citizen of the Year Award, the Illinois Library Association's Intellectual Freedom Award, and the Illinois Humanities Council's Studs Terkel Humanities Service Award.

Eric Moon, 93, chief editor and president of Scarecrow Press until his 1978 retirement, died July 31. He also was editor in

chief of *Library Journal* from 1959 to 1968. Moon was president of ALA (1977–1978), and he served on ALA Council and several committees at various times through the mid-1990s. He was influential in ALA's social responsibility efforts, particularly racial integration in libraries and professional library associations. He received honorary membership in ALA in 1987 and honorary fellowship in the Library Association (UK) in 2000.

Barbara E. Smith, 89, professor emerita at Skidmore College in Saratoga Springs, New York, died July 11. Smith was a longtime and active member of ALA's Government Documents Round Table and chair of the Depository Library Council to the Public Printer. She also wrote several articles comparing the American and British government document systems and was twice invited to lecture at British universities.

F. William Summers, 83, who held many library leadership positions, including Florida state librarian, died August 12. During his career he also served as library director at Cocoa (Fla.) Public Schools, assistant director at Providence (R.I.) Public Library, dean of the Florida State University (FSU) College of Library and Information Studies in Tallahassee, and twice as interim director of FSU's Stroz Library. Summers was 1988–1989 ALA president, and he served as president of the Association for Library and Information Science Education and Beta Phi Mu International Honor Society for Library and Information Science. He received the Joseph W. Lippincott Award for distinguished service to the profession in 1996.

Lucy Wood Wilson, 98, a librarian who worked with several California libraries until her 1983 retirement, died August 14. During her career, Wilson worked at the University of San Francisco, Oakland Public Library, University of California Berkeley, Contra Costa County Library System, Richmond Public Library, and Laney College. She also served as the inaugural chair of the El Cerrito Human Relations Commission and was instrumental in founding the city's annual Martin Luther King Jr. Day March and Celebration. ●

deputy director for both OITP and the Public Library Association (PLA).

Eleanor "Ellie" Diaz became program officer for the Office for Intellectual Freedom (OIF) August 1.

Charmin Members joined PLA as manager of leadership development initiatives August 31.

Shumeca Pickett, administrative assistant for OIF, left ALA July 29.

Mary Pullen was promoted to senior human resources manager September 1.

Carrie Smith joined *American Libraries* as editorial and advertising assistant August 8. **AL**

Hail to the Librarian

At age 4, Meredith Evans mailed in money (\$1.01) to then-President Jimmy Carter to help him “be president.” She also sent a letter asking to have her birthday party at the White House. (Carter politely declined both.) Years later, Evans is now working for the 39th president.

As director of the Jimmy Carter Presidential Library and Museum in Atlanta, Evans is the first African-American woman to be appointed as a presidential library director.

The Carter Library receives almost 100,000 visitors per year, catering strongly to K-12 students. In fact, the former president requested that admission be free to those 16 or under so that it remains accessible.

Evans sees the former president about once a month. “We don’t talk about politics,” she says. Instead, they discuss events and exhibits, as well as resources needed from the collection.

Among Evans’s favorite items in the collection? Rosalynn Carter’s notes from many of the president’s meetings. “It shows her role as First Lady and how impactful it was. She kept up with the issues. She was never one [who] just talked about recipes. She was always ... at the table. And I think that’s pretty amazing.”

But Evans says the mission of the presidential library transcends the work of Carter alone.

“Coming here ... it’s an opportunity for people to see what a president does [and] what it takes to become president.” **AL**

THE BOOKEND showcases librarians, their work, and their work spaces. For consideration, please send press material to americanlibraries@ala.org.

A photograph of Meredith Evans, the director of the Jimmy Carter Presidential Library and Museum, standing in the Oval Office. She is wearing a bright red blazer over a red and white patterned top and light-colored trousers. She is holding a large, aged document, which is the 1977 letter she mailed to President Carter. The background shows the iconic Oval Office setting with its large windows, American flag, and wooden desk.

Meredith Evans holds a copy of the 1977 letter she mailed to President Carter when she was 4 years old. She wrote, “I would like to come to your house for my [birthday] party.”

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