

american libraries

September/October 2018

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

— 2018 —

LIBRARY DESIGN

SHOWCASE

p. 22

**Renovating on
a Budget** [p. 32](#)

**ALA Award
Winners** [p. 40](#)

PLUS: Susan Orlean, Mobile
Kitchens, NYPL Kids Album



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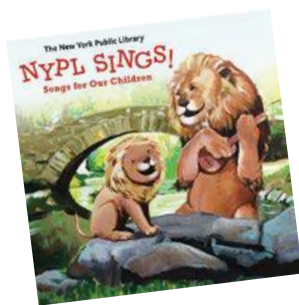
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from the
EDITOR

Three Decades of Design



Sanhita SinhaRoy

Of the issues our team puts together throughout the year, the September/October *American Libraries* is one of my favorites. What makes it so special is the Library Design Showcase (cover story, p. 22), now in its 30th year in the magazine. When it began in 1988, the showcase highlighted innovative furniture design, but it has since evolved to include stunning achievements in architecture. Among the libraries featured this year is Joplin (Mo.) Public Library, which is celebrating a new building following the EF5 tornado that devastated much of the community in 2011. You'll also find other examples of libraries honoring existing spaces while moving them well into the 21st century.

But not every library has the budget or stakeholder buy-in for such large-scale projects. Which is why we present "Design on the Cheap" (p. 32) by Associate Editor Phil Morehart. Architects and librarians provide tips on renovating your space in a budget-friendly manner.

Sticking to the design theme, "Repurpose with a Purpose" (p. 34) explores the idea of converting nonlibrary spaces (such as former banks, schools, and big-box stores) into public libraries. The article is an excerpt from the ALA Editions title *The Practical Handbook of Library Architecture* by Fred Schlipf and John A. Moorman.

As autumn approaches, thoughts of harvest and food are likely to abound. In "A Movable Feast" (p. 12) by Lara Ewen, read how some libraries have created mobile kitchens to not only teach food literacy but also help combat hunger in lower socioeconomic communities. In Redwood City (Calif.) Public Library, for instance, the mobile kitchen came as a response to a need for health literacy, particularly around diabetes in children.

To get kids moving and interested in the library, more than 40 current and former New York Public Library staffers created an album of children's songs called *NYPL Sings!* On page 18, three of the album's chief contributors explain how the project originated. (I downloaded the album for my kids, who love it!)

Finally, in our Bookend (p. 64), read how media specialist Liz Quakenbush—with the help of some resourceful students—created a bookstore that is paying off in more ways than one at her elementary school.

Sanhita

The Library Design Showcase celebrates 30 years in the magazine, with more than a dozen stunning achievements in architecture.

From Local to Global

Bringing education and environmental tools to our communities



Loida Garcia-Febo

Our profession is essential in helping transform lives and communities. Through multicultural understanding and resources, we are actively collaborating to make our planet a better place for everyone—from those in our neighborhoods to those in our global community.

Take, for example, Los Angeles Public Library, which partners with the city to provide patrons access to free classes to obtain a high school diploma. Or librarians in Alaska, who have partnered with the state to use devices to identify bats in danger of extinction and help preserve the biodiversity of the region.

As many of us already know, libraries drive change. They have the power to provide access to information that can assist people in better educating themselves to reach their goals, secure jobs, increase income, maintain health, and even learn about water systems and farming. These can contribute to increasing education and decreasing hunger in their communities. They provide the information and tools needed to help manage our oceans and develop new ways of producing sustainable energy.

From education to preservation of our planet, libraries and library workers are contributing to save our communities. But we are not doing it alone. Library schools, community organizations, and other agencies are working with us to develop innovative services that meet the changing needs of localities, at the same time supporting sustainable development for the world's economies and societies.

The American Library Association (ALA) and its divisions are developing programs and resources to assist library workers in supporting diverse populations. For instance, the University of Delaware Library in Newark followed an initiative from the Association of College and Research Libraries to increase financial literacy instruction to help students manage their money.

Public libraries are providing reliable resources and support programs on health and wellness through the Promoting Healthy Communities initiative from the Public Library Association and the National Network of Libraries of Medicine.

The American Association of School Librarians offers a variety of online courses designed to make librarians leaders in their schools and communities.

Globally, my presidential efforts, in partnership with ALA's International Relations Office and the International Federation of Library Associations and Institutions (IFLA), will include:

- a series of webinars to raise awareness of international topics affecting our world and profession, featuring themes that align with the UN's Sustainable Development Goals
- IFLA's Library Map of the World, which will be available at both the Midwinter Meeting and Annual Conference, along with resources and librarians from different countries to encourage international collaboration
- programs and resources to engage, increase, and retain our 1,700 international individual and institutional members
- enhancing our current "I am ALA" initiative to highlight international members

This year, I'll formally include ALA's long-standing commitments with different countries into a Global Library Tour to bring my advocacy campaign, Libraries = Strong Communities, to places such as the Guadalajara Book Fair, Sharjah International Book Fair, the European Union Parliament, and the German Library Association conference. Others will be added as we continue to coordinate with ALA staff.

Each one of us must continue to collaborate to help save our world—both near and far. We are in this together. **AL**

LOIDA GARCIA-FEBO is an international library consultant.

Libraries have the power to help members of our local and global communities effect change.

Kudos for June

The June issue of *American Libraries* was one of the most thought-provoking issues ever. The summary and links from the Midwinter President's Program on librarianship and neutrality (p. 32) should be used as a discussion starter in LIS classrooms and libraries everywhere. From serving the literacy needs of patrons in prison (p. 22) and families in the Women, Infants, and Children program (p. 24), to using visual data to activate middle school readers (p. 28), to addressing Melvil Dewey's legacy (p. 48), this issue is a treasure trove of knowledge and wisdom.

Judi Moreillon
Tucson, Arizona

Fines Are Discriminatory

"We have found that people do not keep youth materials out any longer since we've eliminated fines. This has been shown in library after library as they eliminate some or all overdue fines" ("An Overdue Discussion," June, p. 44). Or adult materials, for that matter. Which leaves the purpose of fines solely that of punishment and humiliation.

Many working-class parents simply will not allow their children to get a library card because of the possibility of overdue fines. I worked in such a community and was told this by those parents. When you live paycheck to paycheck, every dime matters. It's never just



10 cents, and the added shame of having to come begging, hat in hand, to ask for help is the final indignity. Individuals' private circumstances are not, in any way, the business of the librarian.

These lessons in "personal responsibility" and "consequences" apply disproportionately to low-income patrons. Wealthier patrons can shrug off that 50 cents or dollar—although in my experience, they are the ones who complain the loudest and demand to speak to the director. Unless the fines are going to be based on income, they are inherently discriminatory, and it makes using the money for operating expenses absolutely unconscionable. It puts the burden of supporting the library on those least able to afford it and is antithetical to the profession's ethical positions.

If the materials are not returned after reminders and a

reasonable period of time, block the card and turn it over to law enforcement. It is theft of public property, after all. But stop this paternalistic game of chalking up nickels and dimes and then "forgiving" them if the patron asks nicely enough.

Suzanne Stauffer
Baton Rouge, Louisiana

Breaking Blue Rules

I have to admit that I wasn't going to read the excerpt of Ryan J. Dowd's *The Librarian's Guide to Homelessness* (June, p. 54) because I do not work in a public library and do not see homelessness in my everyday work. However, I'm so glad that I did. His messages about management really hit home for me. I loved his distinction between red rules and blue rules. I would take it a step further, that when you are breaking the blue rules, you need to make it very

🐦 This was a good decision, and it's creating so much conversation around racism. A bit horrified at how many librarians are conflating the award change with historical revisionism. We need some professional education around this, please.

@MASHDOWN in response to "ALSC Changes Name of Laura Ingalls Wilder Award" (The Scoop, June 25)

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WRITE US: The editors welcome comments about recent content, online stories, and matters of professional interest. Submissions should be limited to 300 words and are subject to editing for clarity, style, and length. Send to americanlibraries@ala.org or *American Libraries*, From Our Readers, 50 E. Huron St., Chicago, IL 60611-2795.

Yet another amazing session that I didn't know about. Thanks for the recap @amlibraries and for featuring LGBTQ history on the main stage! #alaac18

@CLAIRESAYSWHAT

in response to "The Consequences of the Closet" (The Scoop, June 23)

clear that you are making an exception—otherwise people will keep asking you to break that rule for them. Thanks for an all-around great article!

Lori Mills
Warren, Michigan

Not the Morality Police

Kudos to Shannon M. Oltmann ("How Do We Respond to #MeToo?," June, p. 81) for focusing on the basic core values and ethical responsibilities librarians have in serving the public, especially as stated in the ALA Code of Ethics, Principle Seven: "We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the

provision of access to their information resources."

It is a false equivalency that having these books on our shelves means not believing women. Libraries are in business to serve our publics, not to be the morality police using selection policies as weapons to punish errant authors. If we start that, we'll have no collections left to circulate.

Don Reynolds
Talbott, Tennessee

Trauma-Informed Care

As public institutions, we take seriously our role of supporting and enhancing the communities we serve. To do this, libraries across the country have begun hiring social workers to attend to customers with unique needs.

These customers include those who are experiencing adverse life challenges such as homelessness, substance-use issues, trauma, and mental health crises.

We represent libraries that have hired and collaborated with social workers. We've seen firsthand the power of providing thoughtful, trauma-informed care. This work has not been easy; however, we are seeing measurable success from our efforts. For this reason, we urge the American Library Association to carefully and cautiously examine individuals who claim to speak with authority on serving these specialized populations.

Our joint backgrounds as social workers and library professionals puts us in a unique position to discuss the

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effectiveness of a trauma-informed care approach. We'd like to share some highlights of our strategies:

- We approach people with an understanding that they've experienced trauma and we do not want to further traumatize them. We pay close attention to language and labels when working with customers experiencing life challenges. Specifically, we use terms such as "people experiencing homelessness" or "having an experience of being homeless" rather than a blanket statement of "homeless."
- Social workers and librarians view homelessness as a system issue versus an individual issue. We don't make judgments against customers on

the causes of homelessness or their housing situation. Rather, we use a compassionate approach to treat customers regardless of circumstance. We train and educate library staff on how policy work, advocacy, and compassion must be used together to systematically address homelessness and its effects.


- We've learned that the best approach to serving these populations is to address behavior that occurs in our facilities. Behaviors can be challenging, but we don't view individuals as being challenging.
- Our approaches are made more effective when we create welcoming spaces for customers experiencing life

challenges. We go even further to proudly proclaim our spaces and our resources are available to all. Our commitment to the public means that we welcome everyone but address behavior separately so that everyone is free to benefit from our work.

Our work is producing measurable results. We're proud of the service we provide to address societal concerns while reducing barriers to library access. We are available to talk further about our work and how other libraries can benefit from our success.

**Public Library Directors
and Social Workers**

To read the full letter and see the complete list of signees, visit bit.ly/AL-PLDSWletter after September 4.

 I'm pretty open about how gross I find Melvil Dewey. He's disgusting. Stop naming your library cats after him.

@LIBKATEM in response to "Bringing Harassment out of the History Books" (June, p. 48)



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Garcia-Febo Expands International Member Resources

American Library Association (ALA) President Loida Garcia-Febo unveiled in a July 16 announcement new programs and tools to engage, retain, and expand ALA's international membership. In conjunction with her international relations advisory committee, the International Federation of Library Associations and Institutions (IFLA), and the ALA International Relations Office, Garcia-Febo plans to increase awareness of international topics that affect the profession.

"Regardless of where they reside, libraries and library workers are essential in helping transform lives and communities through multicultural understanding and resources," Garcia-Febo said.

To assist in supporting diverse populations within the profession, ALA and member leaders are offering a series of webinars to help increase awareness of international issues. The free webinars, the first of which was held on July 19,

feature themes like how the 2030 Sustainable Development Goals from the United Nations will affect libraries. Recordings and registration for upcoming webinars are available at bit.ly/IRRTInitiatives. The ongoing "I am ALA" series, which shares member stories, will also be expanded to highlight an ALA international member each month.

Other efforts to support international collaboration include a Library Map of the World. Developed by IFLA, the map will be displayed at both ALA Midwinter and Annual conferences. Librarians from different countries will staff tables and offer resources to encourage international collaboration.

Garcia-Febo plans to bring her Libraries = Strong Communities advocacy campaign to regions of the world where ALA has longstanding commitments with a global tour of libraries. Current stops include the Guadalajara Book Fair and the German Library Association's annual conference. Other locations will be added throughout her presidential term. ●

New Graphic Novel and Comics Round Table

At the ALA Annual Conference and Exhibition in New Orleans, ALA Council approved the conversion of the Graphic Novel and Comics Membership Initiative Group (MIG) into a round table—the first approved round table in five years. Round table status will allow for organization-wide engagement with professional and collection development, public outreach and advocacy, and internal mentorship, as well as furthering the cultivation of industry partnerships relating to the sequential art format in schools and libraries.

For eight years, the Graphic Novel and Comics MIG has promoted the collection and support of graphic novels through events and sponsorships such as pop-up libraries and educator- and librarian-focused panels at regional comic conventions, facilitating the Will Eisner Graphic

Novel Grants for Libraries, and coordinating the GraphiCon slate of programming at ALA Annual.

More details concerning membership dues, opportunities, and discussion forums will be posted at bit.ly/GNCRT.

10 Years of the American Dream Literacy Initiative

A newly released report (bit.ly/AmDream10yr) marks the 10th anniversary of the American Dream Literacy Initiative and celebrates the many ways that participating public libraries have transformed lives, strengthened their communities, and advocated for adult literacy and lifelong learning.

Funded by the Dollar General Literacy Foundation, the American Dream Literacy Initiative offers grants to US public libraries to expand services for adult English-language learners and adults in need of basic education

and workforce development. More than \$1.5 million in funding has been distributed to 188 libraries since the program's inception.

With grants of \$5,000–\$10,000, participating libraries have developed new courses, expanded their print and digital collections, increased access to technology, implemented new strategies for inclusion, and developed sustainable partnerships with organizations across their communities.

Steering Committee to Examine Tomorrow's ALA

On June 19, then-ALA President Jim Neal announced the formation of the ALA Organizational Effectiveness/Governance Review: Steering Committee. The committee will work to align ALA's organizational structure, policies, and rules with the Association's 21st-century values, key action areas, and strategic directions.

ALA Responds to Meeting Room Interpretation Feedback

ALA is reviewing changes made to the meeting rooms interpretation of the *Library Bill of Rights* during the 2018 ALA Annual Conference and Exhibition in New Orleans. Specific mentions of legal protection for hate groups and hate speech were added, sparking criticism from numerous members.

Office for Intellectual Freedom (OIF) Director James LaRue explained the decision online, providing a timeline of the revisions (bit.ly/OIFmeettimeline).

In a message posted to ALA Connect on July 18, ALA President Loida Garcia-Febo thanked members for expressing their concerns. "Our goal is to enhance the Association's current equity, diversity, and inclusion efforts, as well as develop responsive professional resources."

She directed readers to a post by Office for Diversity, Literacy, and Outreach Services (ODLOS) Director Jody Gray (bit.ly/ODLOSwordsmatter), addressing the history and effectiveness of member initiatives on equity and inclusion.

On July 19, the Intellectual Freedom Committee formed a 12-member working group to begin revising the document. The group will present a draft for public review no later than September 4. After a comment period of 10-14 days, the group will assess feedback and incorporate additional edits. The final document will be presented to Council no later than October 1.

On July 20, the ALA Executive Board approved an electronic vote on a resolution to rescind the updated revision and revert the text to the 1992 version. As of press time, the vote was scheduled to be held on ALA Connect August 9-16, with results announced August 17.

Library staff in need of best practices for meeting room can access free resources through OIF's Meeting Rooms, Exhibit Spaces, and Programs page (bit.ly/OIFmeetingrooms). ODLOS provides resources on responding to challenges related to diversity, equity, and inclusion at bit.ly/LibrariesRespond. ●

ALA Executive Board Member Lessa Kanani'opua Pelayo-Lozada will chair the committee. A full list of committee members is available at bit.ly/ALATomorrowComm.

The committee will collaborate with an executive team including Neal, ALA Executive Director Mary Ghikas, Pelayo-Lozada, and an external consultant.

The committee was formed in response to discussions that took place during the 2018 Midwinter Meeting & Exhibits in Denver, where the ALA Executive Board called upon ALA stakeholders to consider

a series of "guiding principles" and an 18-month timeline for the work.

Senate Approves Marrakesh Treaty

On June 28, the US Senate passed the Marrakesh Treaty Implementation Act by unanimous consent in a business meeting.

Known officially as the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled, the treaty requires countries to enact copyright exceptions that allow

CALENDAR

SEPT.

Library Card Sign-Up Month
ala.org/librarycardsignup

SEPT. 13-15

Association for Rural and Small Libraries Conference
Springfield, Illinois
bit.ly/arslconf

SEPT. 23-29

Banned Books Week
ala.org/bbooks

SEPT. 26

Banned Websites Awareness Day
bit.ly/alabwad

SEPT. 26-30

Joint Conference of Librarians of Color | Albuquerque, New Mexico
bit.ly/jclcinc

SEPT. 27-29

ALSC National Institute
Cincinnati
bit.ly/alscinstitute

OCT. 7-13

Teen Read Week
teenreadweek.ning.com

OCT. 21-27

National Friends of Libraries Week
bit.ly/alafolweek

OCT. 22-28

Open Access Week
openaccessweek.org

NOV.

Picture Book Month
facebook.com/picturebookmonth

NOV. 2-4

YALSA Young Adult Services Symposium | Salt Lake City
bit.ly/yalsasymposium

NOV. 4-10

International Games Week
games.ala.org

NOV. 8-10

LITA Forum | Minneapolis
forum.lita.org

JANUARY 25-29

ALA Midwinter Meeting & Exhibits | Seattle
2019.alamidwinter.org

the making and distribution of accessible formats such as Braille and audiobooks, including by import and export.

Because the legislation makes amendments to Section 121 (“the Chafee Amendment”), the treaty still must receive consent from the House Judiciary Committee before it goes to the president for his signature.

Libraries Ready to Code Beta Collection Released

ALA’s Libraries Ready to Code initiative, sponsored by Google, released the beta

version of the Ready to Code Collection at the 2018 Annual Conference and Exhibition in New Orleans.

The Libraries Ready to Code Collection is a cache of resources developed, tested, and curated by libraries to help them create, implement, and enhance their computer science programming for youth. The 28 grantee libraries participating in the project piloted a range of programs with support from Google and ALA’s youth divisions.

On the new Ready to Code website, at ala.org/tools/readytocode, you will

be able to view the beta version of the Libraries Ready to Code Collection, determine a Ready to Code persona, and provide feedback on the content.

The final Ready to Code Collection will be released in fall 2018.

ALA-APA Workplace Wellness Website Relunched

On July 9, ALA President Loida Garcia-Febo and members of the ALA Workplace Wellness Advisory Committee (WWAC) announced the relaunch of the ALA–Allied Professional Association’s

Resolution to Honor Those Who Fought Segregation

On June 24, ALA Council unanimously passed the following resolution honoring African Americans who fought library segregation:

Whereas the system of “Jim Crow” laws and customs officially existed into the 1960s—a century after the official end of slavery in the United States;

Whereas virulent racism, disenfranchisement, Black Codes, and racial segregation laws imposed a rigid system of officially sanctioned racial segregation in virtually all areas of life, including access to public libraries;

Whereas, despite the work of African American librarians, including but not limited to Clara Stanton Jones, E. J. Josey, Albert P. Marshall, and Virginia Lacy Jones, and the allies who stood with them to fight segregation, a large majority of the nation’s library community failed to address the injustices of segregated library services until the 1960s;

Whereas, in many cases the American Library Association participated, both passively and actively, in the disenfranchisement of African American librarians, depriving them of the resources of professional association;

Whereas the American Library Association continued to accept segregated public libraries as members into the 1960s;

Whereas the American Library Association filed no *amicus curiae* briefs in any of the local, state, and national lawsuits filed in the 1950s and 1960s to desegregate public libraries;

Whereas the nation’s library press reported nothing about the 1939 Alexandria (Va.) Library sit-in by five young African Americans that took place two months after the American Library Association passed a Library Bill of Rights;

Whereas a sincere and heartfelt apology is an important and necessary first step in the process of reconciliation;

Whereas an apology for decades of injustices cannot erase the past, but a recognition of the wrongs committed and injustices ignored can help the nation’s library community confront the ghosts of its past;

Now, therefore, be it resolved, that the American Library Association:

1. acknowledges the fundamental injustice, cruelty, and inhumanity of racially segregated libraries;
2. apologizes to African Americans for wrongs committed against them in segregated public libraries;
3. commends African Americans who risked their lives to integrate public libraries for their bravery and courage in challenging segregation in public libraries and in forcing public libraries to live up to the rhetoric of their ideals;
4. welcomes all African Americans to libraries, recognizing in particular those who were forced to use segregated libraries;
5. encourages libraries to defend, in their policies and in their actions, the ALA Code of Ethics Principle One: “We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable access; and accurate, unbiased, and courteous responses to all requests”;
6. will review policy documents and internal procedures to ensure equity, diversity, and inclusion principles are reflected throughout, and;
7. be it further resolved that this resolution be printed in full in *American Libraries* and publicized widely via all media channels. ●

(ALA-APA) Workplace Wellness website: ala-apa.org/wellness. The site includes health resources that benefit library workers in all types of working environments.

The website content has been expanded and updates include the addition of financial topics and supplemental resources for existing content. The site presents stories from ALA members about their own wellness journeys. Further reading and outside sources are also included.

WWAC is looking for more stories about personal successes, ongoing journeys, successful workplace programs, and great wellness tools to help inspire others. Library professionals wanting to share their wellness stories can email wellness@ala-apa.org.

PLA Short Fiction Contest

The Public Library Association (PLA) is inviting writers to submit original works of short fiction on the theme of “courage” for a national writing contest.

The jury’s top selection will receive \$1,000, and up to two runners-up will receive \$500 prizes. Full contest details are available at bit.ly/PLAshortscontest.

Submissions will be accepted online September 25 through October 30. Winners will be notified in early December.

The contest is part of PLA’s Fostering Creative Community Connections project, which seeks to promote reading and literary joy through public libraries.

Revisions to Library Bill of Rights Interpretations

At ALA Annual Conference in New Orleans, ALA Council adopted three *Library Bill of Rights* interpretation revisions—proposed by the Intellectual Freedom Committee (IFC)—covering meeting rooms (see p. 9), library-initiated programs, and services to people with disabilities.

IFC added legal citations, expanded the text on the purpose of meeting rooms, and clarified the description of admission fees in “Meeting Rooms.”

ALA Urges Tor Books to Reverse New Ebook Embargo

In early July, Tor Books, a division of Macmillan, announced that it would embargo ebook sales of new titles to libraries for four months. ALA President Loida Garcia-Febo issued a statement on July 19, calling for Macmillan to reverse this practice.

“Over years, ALA [has] made great strides in working with publishers and distributors to better serve readers with increasingly robust digital collections,” said Garcia-Febo. “I am dismayed now to see Tor bring forward a tired and unproven claim of library lending adversely affecting sales. This move undermines our shared commitment to readers and writers—particularly with no advance notice or discussion with libraries.”

In its embargo announcement, Macmillan references its involvement with the Panorama Project (panoramaproject.org), a large-scale, data-driven research project focused on understanding the impact of library holdings on book discovery, author brand development, and sales.

ALA has called for Macmillan to immediately lift the embargo while the Panorama Project does its work. ●

“Library-Initiated Programs as a Resource” now includes a section on accessibility and services to people with disabilities, and a statement on defending the First Amendment rights of both speakers and attendees.

The committee reformatted “Services to Persons with Disabilities” to make clear connections between each *Library Bill of Rights* article and library services provided to people with disabilities and changed its title to “Services to People with Disabilities.” The interpretation contains guidance on collections, vendors, technology, training, and partnerships.

All *Library Bill of Rights* interpretations can be found at bit.ly/LBRInterps.

IFLA Section Committee Nominations Open

The ALA International Relations Committee is seeking nominations to IFLA section standing committees. The selected representatives will serve the 2019–2023 term. Details on the nomination and selection process can be found at bit.ly/IFLANoms. AL



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TRENDS



Mobile food programs, like this one at Camden County (N.J.) Library System, are teaching food literacy and delivering nutritious meals in food deserts.

A Movable Feast

Libraries use mobile kitchens to teach food literacy

BY Lara Ewen

When the Camden County (N.J.) Library System (CCLS) expanded in 2011–2012 from six branches to eight, its newest buildings were opened in the city of Camden—an area that CCLS Director Linda Devlin identifies as a food desert.

“The city of Camden has only one grocery store, and most city residents rely on small stores and bodegas for food,” says Devlin. “These stores have a more limited supply of healthy food, which limits meal planning.”

Inspired by a visit to the nearby Culinary Literacy Center at the Free Library of Philadelphia, Devlin decided to develop a mobile culinary literacy program for CCLS called Books and Cooks. The program, which began in late 2016, was initially funded through a one-year \$59,000 grant from the New Jersey Department of Labor and Workforce Development’s Adult

Literacy and Community Library Partnership pilot program.

Books and Cooks’ mobile kitchen—a Lakeside Foodservice Creation Station that cost about \$9,000—travels to each of the library’s eight branches, as well as the Camden County One Stop Career Center and Camden County College. Additionally, Devlin’s staffers receive food safety training from the Camden County Environmental Health Division, and programming is supported through partnerships with eight local organizations that supply food, staffing, demonstrations, and education.

“My philosophy is, we find out what challenges a community faces and ask how can we help them,” Devlin says.

It’s a philosophy shared by many libraries across the country that are increasingly developing mobile food programs to teach food literacy and deliver wholesome meals

and snacks to children and adults who might otherwise lack access. These food programs have, in turn, brought libraries and communities together in remarkable and sometimes unexpected ways.

“I teach conversational English, and when it comes to food-related topics, everyone gets involved,” says Shyamoli De, who runs Books and Cooks programs and serves as literacy director of the CCLS-based Literacy Volunteers of Camden County. Some of the classes that De leads include teaching healthy eating habits, how to read nutrition labels, and even table manners. She says the program has been especially helpful for community members facing language barriers.

“I’m an immigrant myself,” says De. “I think you can embrace American culture while keeping your own culture, and food literacy teaches both.” She says that the program has also connected people to other cultures and library patrons.

“The other day, one of my Iraqi students started talking about halva,” says De. “Then one of my Indian students started talking about his halva recipe. There’s halva in Turkey, and Haiti has something similar.... We have so many recipes that are similar.”

Food deserts aren’t the only issues facing library communities. Corinne Hill, executive director of Chattanooga (Tenn.) Public Library (CPL), saw a different kind of challenge. “We serve a lot of children that come from lower socioeconomic communities,” she says. “We knew they were hungry, especially in the

summer when they're not in school. So staff made grilled-cheese sandwiches and realized that the tweens and teens had no idea you had to butter the bread to make it brown."

That's when Hill began researching food deserts, healthy diets, and fresh foods. "We found out the food desert is a problem, but not the big problem. The big problem is that people at all socioeconomic levels don't know how to cook, and people don't have time."

Hill was also inspired by the kitchen at the Free Library of Philadelphia. In 2017 she started Flavor Lab, CPL's mobile kitchen, with funding from nearby supermarket Food City, the library's end-of-year funds, and a local Whole Foods' "Giving Back" event.

For \$9,000, the library purchased a Charlie Cart, a fully contained mobile kitchen that was created by a successful Kickstarter campaign. The electrically powered cart comes with a convection oven, induction cooktop, rinse station, kitchen utensils, and an educational curriculum. Flavor Lab mostly lives in the children's section at CPL's downtown location but is also taken to outdoor markets. Some components—such as the griddle and oven—detach and can be taken to other branches.

"Kids used to just play video games, but any time we do our Flavor Lab, every kid is up here and participating," says Meredith Levine, youth services manager at CPL.

Levine says that with additional funding, CPL would like to buy a van with a lift to more easily transport the mobile

kitchen. "They're renovating a park a block and a half away, and we'll be doing some of these food programs there," she says. Hill adds that she hopes to bring the cart to festivals and other communities.

Redwood City (Calif.) Public Library (RCPL) uses its mobile kitchen to combine food and health literacy in a way that's not only educational but also engaging.

"Sometimes nutrition programs can be heavy-handed," says RCPL Director Derek Wolfram. "But the library is associated with a fun place to learn."

RCPL started La Cocina de Libros in 2017 with a Library Services and Technology Act grant, in response to a community need for health literacy, particularly in the area of Type I diabetes in children. The kitchen has a bilingual staff that serves RCPL's four branches, while focusing in particular on its downtown and North Fair Oaks locations, which have the highest concentration of low-income residents.

Kitchen operators, who all earned food handling certification, work with local chefs, and in particular with Steve Cortez, a bilingual chef who has experience working with other city departments.

"Chef Cortez is my best partner here," says Rosalind Kutler, adult

Continued on page 15 ▶



Redwood City (Calif.) Public Library's mobile kitchen, La Cocina de Libros

BY THE NUMBERS



Open Access Week

11

Number of years ago that International Open Access Week was first observed. In 2007, a coalition of US college students, researchers, and librarians celebrated Open Access Day, which was extended to Open Access Week the following year and has evolved into a global effort.

8

Years of jail time Colombian biologist Diego Gómez Hoyos faced in a criminal trial after uploading another scientist's paper to a public platform. Gómez was cleared of all charges in 2017, but court proceedings took four years.



1996

Year that researchers for the Human Genome Project, the first high-profile project to commit to open scholarship, agreed to make their data publicly available. This decision accelerated the sequencing of billions of DNA base pairs, leading to new gene discoveries.

18.9

Percentage of papers that journals worldwide made immediately open upon publication in 2016 (up from 11.5% in 2012).

3,225,989

Number of articles listed (as of Aug. 1) in the Directory of Open Access Journals. ●



Data Collection and Privacy

Balancing information needs with patron protection

BY Greg Landgraf

The University of Arizona in Tucson made big news earlier this year when it revealed that it was tracking swipes of ID cards given to every student and used at almost 700 campus locations in an attempt to predict which students are likely to drop out (bit.ly/AL-privacy1).

It's an example of learning analytics, the use of data to understand and optimize learning and learning environments. The general concept isn't new—the university's announcement noted that student retention has been studied for more than 30 years—but the amount of data that is easy to generate with card swipes has exploded in recent years. And while the goals of learning analytics projects may be noble, the practice has raised alarms among privacy advocates.

"I find the idea of constant surveillance, particularly of adult students, problematic," says Deborah Caldwell-Stone, deputy director of the American Library Association's Office for Intellectual Freedom. "When it starts to include what's going on in the library, it raises

questions about free expression, because if you're being tracked and you know it, you're less likely to conduct research that might raise questions about you."

Students may not be informed about the data that is being collected or why. They may not be given an opportunity to opt out. And if the data is not properly managed, it may ultimately be used for purposes beyond its original intent—or by vendors completely outside of the university's control.

Nevertheless, libraries of all types can easily be tempted to collect data for learning analytics projects. "When people are fighting for budgets, they need to show that the money is well placed, and one of the ways of achieving that is by showing data," says Michael Zimmer, associate professor in the University of Wisconsin–Milwaukee (UWM) School of Information Studies and director of the Center for Information Policy Research.

Zimmer is leading a project funded by an Institute of Museum and Library Services (IMLS) grant to develop field guides for librarians

on data privacy and security issues (bit.ly/AL-privacy2). In many cases, he notes, library staff won't be the final audience for these guides.

"It's the administrators and boards of trustees or city managers who librarians need to convince why privacy needs to be maintained as a core value," Zimmer says. "We're trying to provide a road map of the questions to ask and the factors to weigh." He hopes initial drafts will be available for feedback by the end of the year.

In 2014, Seattle Public Library (SPL) undertook a learning analytics project with the aim of increasing the use of library resources by millennials. That project evolved into a data warehouse, containing information from several library sources. Library Applications and Systems Manager Becky Yoose is responsible for making sure the data collection respects patron privacy. She has been investigating methods to deidentify data—removing or modifying information that could be used to pinpoint a patron—collected for the library's data warehouse and used for a variety of analytics projects.

Instead of storing patron birthdates, for example, the warehouse will only note the age of the patron at the time of a transaction. Or instead of tracking

a checked-out item's full call number, it will store a truncated version to identify the general category but not a specific title.

Creating this type of data warehouse requires high-level technical expertise, both to build the architecture and to carry out the process to extract, transform, and load the data to prevent personally identifiable information from making it in.

And even so, no universally effective process exists for deidentifying data. "SPL can use various methods of deidentification because our population is large enough and we don't have a lot of outliers," Yoose says. In libraries with smaller population segments, identifying a library user from just a few data points may still be possible. For example, in an academic library, a user's year and major may be enough to detect who makes a transaction. "And once you start collecting more information, the accuracy of reidentification increases," she observes.

Kristin Briney, data services librarian at UWM, has observed misconceptions about data privacy in her research into learning analytics projects. "A lot of libraries say that they're anonymizing data, but you look at their procedures and it's not actually," she says. "People think their data is more secure than it is."

In the IMLS grant-funded Data Doubles project (bit.ly/AL-privacy3), she and other researchers will investigate how students feel about the ways in which libraries and universities use their data. "I think that's a big missing voice."

Responsible data management principles

Pressure to justify library investments—and the temptation to collect and analyze data—is unlikely to abate any time soon. "It's easy if you have access to data to run with it and learn new things

without thinking about privacy," Briney says. "But I think as libraries we have an ethical obligation to step back and think about it."

Since the regulatory framework related to private data hasn't kept up with the ability to collect it, privacy efforts related to library data will have to come from librarians. "Here in the US, we have sort of a wild, wild West—if you can get your hands on the data, you can pretty much treat it as your property unless there's a contract between an institution and the vendor to prevent it," Caldwell-Stone observes.

Privacy regulations—such as the European Union's General Data Protection Regulation (GDPR), which took effect in May—could have a significant impact on US institutions, although it's too early to know precisely how. Similar privacy legislation "has affected learning analytics work," Briney says, "mostly making libraries careful to have a valid justification to retain learning analytics data."

In Seattle, Yoose says the library has created a data governance committee to shape how it will use data and ensure responsibility. General principles that Yoose recommends include being clear about what data is needed and why, and not casting a wider net just in case. "We have a huge case of data FOMO [fear of missing out], and it's common in a lot of professions," she says. By asking why data is being collected—repeatedly if necessary to get to its actual purpose—alternatives to risky data collection can often be found, such as recording that a valid ID was checked rather than collecting and storing driver's license numbers in patron records. ^{AL}

GREG LANDGRAF is web content specialist at Greene County (Ohio) Public Library and a regular contributor to *American Libraries*.

◀ Continued from page 13

services and programming librarian at RCPL. "He teaches cooking skills, does demonstrations at farmers markets, and has the demonstration skills librarians might not have."

Kutler, a former consumer health librarian, says her program has partnered with Second Harvest Food Bank to do outreach, and helped develop a program called Food for Fines, which waives library fines in exchange for donated canned goods.

"Kids used to just play video-games, but any time we do our Flavor Lab, every kid is up here and participating."

MEREDITH LEVINE, youth services manager at Chattanooga (Tenn.) Public Library

Though RCLP has been effective in getting La Cocina de Libros in front of its intended audience at local fairs and festivals and through its summer reading program, Kutler says the library has had to scale back its outreach because of the "intensive nature of the programming" and because hauling the kitchen long-distance can be "challenging."

"The great things I took away from this are the partnerships and working with the community," she says. "And we can't underestimate how much staff learned."

Adds Wolfram, "Besides the actual intent of the program—meaning delivering food and information—the second benefit is the opportunity for people to think about the library in different ways." ^{AL}

LARA EWEN is a freelance writer based in Brooklyn, New York.



Staff members of Charlotte Mecklenburg (N.C.) Library assist seniors at a YMCA DigiLit class designed to help bridge the digital knowledge divide.

Allied Against Inequity

Public libraries establish community coalitions to further digital inclusion goals

BY Andrew Amelinckx

Libraries have long been on the front lines of the digital divide—the gap between those who have reliable access to high-speed internet and devices and those who do not. Now to help solve an old problem, many libraries are trying a new approach: forming alliances with public and private organizations to spur resource sharing and innovative programming.

In San Antonio, residents of affluent neighborhoods are four times more likely to have broadband access than residents of low-income neighborhoods. “There’s definitely a need in the community,” says Candelaria Mendoza, library services administrator at San Antonio Public Library (SAPL). “We understand it’s not just about having the internet, but having internet that’s fast enough to achieve what you’re trying to achieve.”

The library recently became a founding member of the Digital Inclusion Alliance of San Antonio.

Following the National Digital Inclusion Alliance’s approach, SAPL plans to bridge inequities by providing devices, digital literacy training, and access to the internet at home. The goal is to help individuals and low-income populations with lower levels of literacy.

Through San Antonio’s alliance, which adopted a strategic plan and framework in August 2017, the library has worked with such entities as the San Antonio Housing Authority (SAHA) and Goodwill Industries to further its inclusion goals. For instance, the library and SAHA collaborate on a Digital Literacy Passport program to offer computer training at SAPL and SAHA locations. Participants who complete seven classes—on such topics as email basics and Microsoft Word—are then eligible to receive refurbished digital devices from Goodwill. In tandem, SAHA has partnered with Sprint to bring Wi-Fi hotspots to some of the city’s low-income high school students.

“These students now have the ability to keep up with their homework, improve their grades, and meet their educational goals,” Mendoza says. “It was amazing to collaborate with other organizations to make a strong impact on these students’ lives.”

She recommends libraries look for stakeholders that currently align with the mission of digital inclusion and are “passionate about statistics and research, that can help articulate ... what it is you’re trying to accomplish.”

Kansas City (Mo.) Public Library (KCPL) has a head start in learning some of these lessons. The Kansas City Coalition for Digital Inclusion began with a small group of stakeholders, including library staffers, in 2012—the same year a Google study determined that 25% of Kansas City homes didn’t have broadband. Today the coalition has more than 100 partners and participants, including city leaders, nonprofits, school and college administrators, and neighborhood groups.

“We’ve found there are many groups doing pieces of this work, but building connections and relationships leads to partnership programs that lift up the community,” says Carrie Coogan, deputy director for public affairs and community engagement at KCPL.

The coalition has held two community-wide, daylong summits, as well as two Digital Inclusion Awareness days, where residents were invited to sign up for low-cost internet, computer classes, and affordable computers. KCPL is also working with the city’s parks and recreation department to provide

ongoing computer classes and one-on-one tutoring.

Developing a core team of volunteers and designing engaging programs are important, says Coogan. She notes that surveys and community conversations can prompt ideas.

Dana Eure, associate director of lifelong learning at Charlotte Mecklenburg (N.C.) Library (CML), says to look for natural partners—schools, senior centers, housing authorities, and workforce development groups—to amplify your message and avoid duplicating efforts.

“Working together to find a solution to the problem extends resources in a way that one organization generally can’t alone,” Eure says.

Charlotte Digital Inclusion Alliance, of which CML became a founding member in 2015, aims to shrink the county’s digital divide

from 19% to 9% by 2026. In service to this goal, the Nonprofit Technology Network, with funding from Google Fiber and the nonprofit Knight Foundation, provided the library with digital inclusion fellows in 2015–2016 who helped develop its curriculum, recruit volunteers, and find partners.

Using Project Outcome, the Public Library Association’s performance measurement toolkit, CML found it is heading in the right direction. This year the library scored a 4.6 out of 5 in positive responses for digital learning, compared with the state and national average of 4.5.

“Digital inclusion must continue to evolve, even as technology advances,” says KCPL’s Coogan. What her library and other coalition-builders have in common is their willingness to learn from partners,

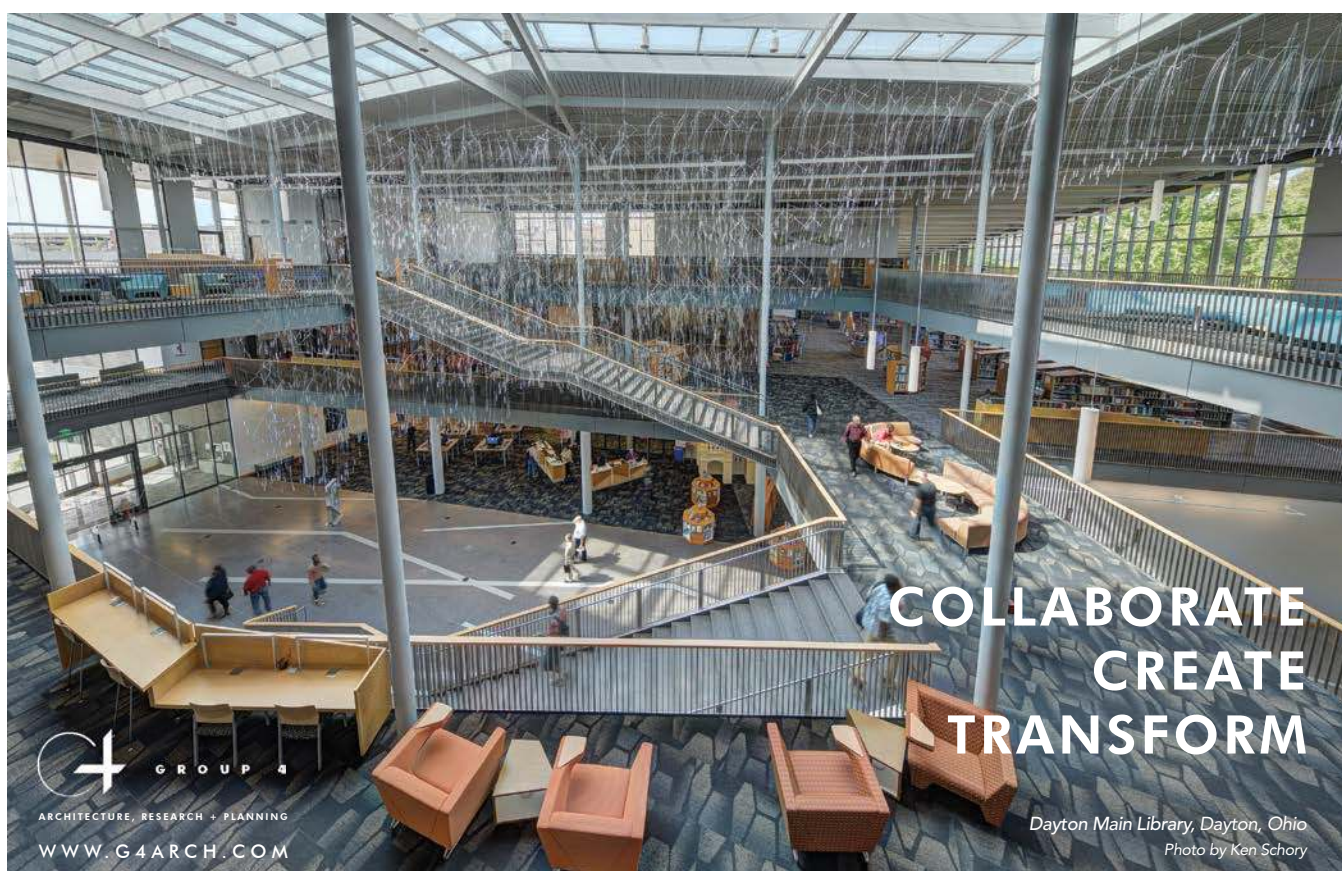
“It’s not just about having the internet, but having internet that’s fast enough to achieve what you’re trying to achieve.”

CANDELARIA MENDOZA, library services administrator at San Antonio Public Library

to find others passionate about the issue, and to balance short-term needs with long-term goals.

“We all need to care about and understand this issue,” Coogan says. “It affects all of us, and it’s not going away.” **AL**

ANDREW AMELINCKX is a journalist, visual artist, and author of two historical true-crime books.





Emily Elizabeth Lazio and Sean R. Ferguson perform a song from *NYPL Sings! Songs for Our Children*.

Sing a Song of... Early Literacy

New York Public Library staffers make music for families

More than 40 current and former New York Public Library staffers and their friends helped create *NYPL Sings! Songs for Our Children*, an album that has found a ready audience in fellow librarians, early childhood educators, parents, and kids. Here, three of the album's chief contributors explain how this project came to be.

BY Emily Elizabeth Lazio, Sean R. Ferguson, and Maggie Jacobs

When New York Public Library (NYPL) solicited suggestions for its annual Innovation Project—which finances programming and ideas generated by library staffers and which is made possible with funding from the Charles H. Revson Foundation—Emily Elizabeth Lazio, then a children's librarian at Tompkins Square branch, envisioned tapping the multiple talents of NYPL staffers to make an original album of children's songs.

The idea came about after Lazio made a guest appearance on NYPL's podcast, *The Librarian Is In* (bit.ly/libisin), during which she performed "Grandpa's Farm" (bit.ly/grandpasfarm), a children's song she wrote in tribute to her grandfather. She soon discovered that many of her colleagues at the library had similar musical tendencies.

Lazio's idea won support from the Innovation Project. As word got out

about this fun endeavor, Maggie Jacobs, NYPL director of educational programs, asked to integrate the album into the library's Early Literacy initiative (bit.ly/earlyliter). Through its early literacy programming, NYPL encourages adults to engage in developmentally supportive activities with their children to successfully boost them into school. The educational programming team worked with Lazio to develop the project as a concept album in which each song represents a different practice that a caregiver can use to increase a child's curiosity, creativity, and comprehension. For example, among the songs on the album are "I Read Everywhere," "Dealing with Feelings," and "Play Song (Better with Two)."

Drawing from recent studies on child development, including brain development and language acquisition, each song focuses on a

different research-based practice, such as engaging in serve-and-return interactions (responding to a young child's facial expressions and vocalizations to build brain capacity); asking open-ended questions during read-alouds (builds reading comprehension and critical thinking); and discussing diverse feelings (builds self-regulation and self-awareness).

The album aims to help caregivers, teachers, and librarians easily learn about children's developmental needs and respond in a way that helps kids develop into intrepid learners with a lifelong love of reading.

Once the plan was established, Lazio began recruiting 40-plus coworkers to write and perform. With her help, they created an array of songs with different styles and moods, all designed to encourage parents to sing with their children about the song's themes. Sean R. Ferguson, manager of NYPL's Chatham Square branch (as well as a working musician and composer), volunteered to arrange the songs and help with production elements.

Many others throughout NYPL lent their support, including a

Drawing from recent studies on child development, each song focuses on a different research-based practice.

GLOBAL REACH

Magical Days in Odense

number of librarians who had formerly played in bands or orchestras. Jill Rothstein, library manager at NYPL's Andrew Heiskell Braille and Talking Book Library, offered the branch's recording facility as a studio. The small vocal booth accommodated only one artist at a time, resulting in some comical contortions with both the tuba and the upright bass. But watching staffers come out of their shells and showcase a hidden talent or try something they never before thought they could do was a delight, since for many it was their first time in a studio setting.

NYPL children's staffers are using the album during storytimes, family literacy workshops, and early childhood center outreach, as well as in the early-literacy kits they distribute as part of community outreach. Education staff created a guide (bit.ly/songguide) to help librarians at NYPL and other library systems integrate the album into their early literacy programming.

In the end, one of the most special things about the album was that many of the contributors came from outside the ranks of children's librarians: network directors, branch managers, and adult librarians. It takes a whole library village to raise a child.

The album is available for free download at nypl.org/sings. **AL**

EMILY ELIZABETH LAZIO, a former New York Public Library children's librarian, is an information architect at WeWork. **SEAN R. FERGUSON** is manager of NYPL's Chatham Square branch. **MAGGIE JACOBS** is NYPL director of educational programs.



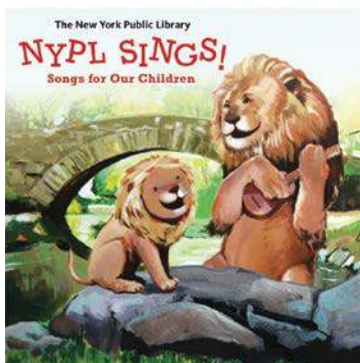
DENMARK For the past 15 years, the Næsby Library in Odense has organized a Harry Potter festival with great success. The nonprofit event evolved from a small gathering of wizards to a festival with thousands of visitors. But this year Warner Bros. lawyers informed the festival that it could no longer use names and images related to the Harry Potter movies, forcing the organizers to change its domain name and Facebook page. The library has picked "Magical Days in Odense" as its provisional working title.—*TorrentFreak*, July 11.

GERMANY A small collection of several hundred books on the ground floor of Berlin's public library has become the first Arabic-language resource in Berlin and the first-of-its-kind Arabic literary and cultural center in the capital, which is now home to tens of thousands of Syrian refugees. Maher Khwis and four other volunteers set up the library through donations and help from local university students.—*Public Radio International*, July 6.

JAPAN An original copy of an 18th-century textbook on ninja techniques has been discovered at the Hirosaki Public Library, according to Shigeto Kiyokawa of the Aomori University Ninja Club. The 12-page book contains instructions on how to make weapons and use charms. Other skills detailed include a method for combining gunpowder and aconite to make a dust to blind enemies. It was discovered in March by Tetsuya Ueda, a ninja scholar in Kyoto, when he visited Hirosaki for his research.—*The Mainichi (Tokyo)*, July 22.

RUSSIA A short action video featuring street fights, parkour, and chases has been released by the Library of Chelyabinsk to encourage its patrons to return books on time. The clip (bit.ly/RussiaOnTime), titled "On Time," features a young reader striving to return a book by poet Alexander Pushkin to the library before the due date. After much adversity, he returns the book to the waiting librarian. (Warning: stereotype.)—*RT*, July 17.

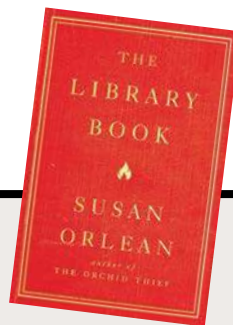
UNITED KINGDOM Children traveling on EasyJet airlines are invited to borrow a book from its in-flight flybraries, an initiative with the National Literacy Trust to promote reading. The airline's 300 planes are stocked with 17,500 copies of children's books in seven different languages, among them *The Secret Garden*, *The Jungle Book*, and *Kid Normal*.—*Books with Baby*, July 11. ●



The cover of *NYPL Sings! Songs for Our Children*

Susan Orlean

Author reveals her burning love for libraries



Writer Susan Orlean's latest, *The Library Book* (Simon & Schuster, October), investigates the massive fire that swept through Los Angeles Public Library's (LAPL) Central branch in 1986, destroying or damaging more than 1 million books in a still-unsolved case. But the book is more than a true-crime story. Orlean explores the life of main suspect Harry Peak, the history and meaning of libraries in the US, and the inner workings of LAPL. *American Libraries* caught up with Orlean just before she spoke at United for Libraries' Gala Author Toast at the 2018 Annual Conference and Exhibition in New Orleans.

In the book you write, "I had to force myself to look harder and try to see beyond the concept of library that was so latent in my brain." What is the most surprising thing that you learned about libraries or librarians? As much as I felt that a library was one of the most familiar places I could think of, I had no idea how they functioned. The idea that there was a shipping

department, and that there's this massive undertaking of moving books around a library system. Or that it takes an entire week to process a book before it can get put on a shelf. It's a little like saying I know how to drive, but if you said, "So, take apart the engine," I would say, "Oh my god, I had no idea it had this gear and this manifold."

Is this book a work of advocacy?

All my work, in a way, advocates for looking hard at the things around you and appreciating them. It also happened to fall in a moment that made the unique quality of libraries that much more precious. But this, more pointedly, is a kind of love letter that says these places are really worth loving—not just noticing, but protecting—because there's always this quality of endangerment that I think people feel about any public institution that doesn't make money.

Now that you've been away from the book for a few months, do you still feel the same way about what happened in the fire?

I go back and forth still, and my back and forths are: It wasn't arson; there was a short in the wiring and the analysis of it was wrong. So that's one swing

of my teeter-totter. And the other is—and this is the only thing that made sense to me about Harry Peak—that he was goofing around, or was sort of offended that the security guard didn't let him in, and lit a match. And then thought, "Oh my god, I've got to get out of here." I don't think he's a pyromaniac. I don't think he went in there thinking, "I'm going to burn this place down." [*Peak and the city settled the case in the 1990s.*]

You also cohost the *Crybabies* podcast with Sarah Thyre, where famous people share what makes them cry. You've done almost 100 episodes—what are the big trends in crying?

The number one repetition is Pixar movies, particularly *Toy Story 3* and the montage in the movie *Up*. It goes by in two minutes in the movie, but it's utterly devastating.

What's the weirdest thing that's come up?

A decision by Ruth Bader Ginsburg. We had somebody [comedian Guy Branum] read her brief on a particular decision, and he was in tears.

Is there anything else you'd like to say about libraries or librarians?

I will say, and I mean this very sincerely, I think librarians are heroes. I really do. Because I think what they do and why they do it, is so ... now I'm gonna cry. They're people who do work that they will not be rich or famous for doing, and it's incredibly important to have it done, and it requires a lot. I know librarians are dealing on the very front lines of everything that ails society, and they do it with a remarkable amount of forbearance. **AL**

Read the full interview with Susan Orlean at americanlibrariesmagazine.org after September 4.





“Erudite librarians, civic torchbearers, progressive legislation, and architectural culture [have] spurred on the development of libraries and, thereby, fine library architecture throughout history, and despite any political or financial difficulties as a nation. Besides, we have a terrible climate; libraries provide the ultimate public space indoors—for free.”

ANNI VARTOLA, architecture critic, in “Why Finland Is Home to the World’s Most Radical Libraries,” CNN, May 29.

“Libraries matter for the same reason parks matter. Because to blossom, human beings need public spaces that enable play, freedom, and social contact without any ties to consumption. Think about it for a moment: There aren’t that many left. All we see in the street is for sale, pushing us to measure ourselves by how much we can own instead of how much we can feel and think and imagine. A library is a contemporary haven in that sense. A place that holds a million doors into a million worlds, and they’re all at your reach. For free.”

LAIA JUFRESA, author, speaking at the 2018 Hay (Wales) Festival, *Times Literary Supplement*, May 23.

“Library fitness has taken hold in many places across the country because there is nowhere affordable for residents to work out. Low-income communities are four and a half times more likely to not have recreational centers than their wealthier counterparts. In rural areas in particular, citizens have a higher chance of obesity—while still also earning less money. Libraries, however, are ubiquitous and free, making them a reasonable substitute for a gym.”

LESLIE NEMO, “Libraries Are Filling an Affordable Fitness Void,” *The Outline*, July 16.

“IT WASN’T JUST MY LOCAL LIBRARIAN WHO GUIDED MY PATH TO A CAREER IN SCIENCE. THERE WAS ALSO THE SUPPORT OF MY FAMILY AND MY OWN HARD WORK. BUT IT’S HARD TO OVERSTATE THE IMPORTANCE OF MY LIBRARY. WHEN I ENTERED IT I WAS THE CAPTAIN OF MY DESTINY, BUT THE LIBRARIAN WAS A FAITHFUL NAVIGATOR, GUIDING ME TO DISTANT SHORES.”

BRIAN KOBERLEIN, “The Librarian and the Astrophysicist,” *Forbes*, July 23.

“My second job as a teenager was shelving books at the only library in Lorain, Ohio. Every shift started with a tall stack of returned books—fiction, history, drama, poetry, everything. It didn’t pay much, but it was magical. Then I got fired.

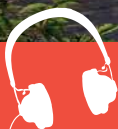
“The trouble was that instead of replacing the books on the shelves, I kept reading them. A title would catch my eye, I’d crack the book open for just a quick look, and pretty soon I’d forget the stack of returns. I didn’t get far in my career as a librarian, but that experience opened my eyes and shaped my future.”

TONI MORRISON, “Tell City Leaders to Invest in Libraries,” *NYPL Blogs*, May 1.

2018

LIBRARY DESIGN SHOWCASE

Welcome to the 2018 Library Design Showcase, *American Libraries'* annual celebration of new and renovated libraries. These shining examples of innovative architectural feats address user needs in unique, interesting, and effective ways. Renovations and expansions continued to dominate submissions, showing how communities are finding novel ways to conserve and honor existing spaces while moving them well into the 21st century. For more photos of our featured libraries, visit americanlibrariesmagazine.org. **AL**



Tune in to the August 31 episode of *American Libraries Dewey Decibel* podcast for conversations about library architecture and design.

Listen at bit.ly/deweydecibel or find us on **iTunes**.



HIGH SCHOOL INSPIRATIONS

North Stafford (Va.) High School Library

North Stafford High School's library was transformed from a dark, outdated, uninspiring space into a state-of-the-art facility inspired by academic libraries, complete with a makerspace, collaborative rooms, instructional areas, and an immersion lab. Floor-to-ceiling glass doors feature the likenesses of seven historical figures chosen by the student body, including Maya Angelou, Jackie Robinson, and John Glenn. **PROJECT:** Renovation **ARCHITECT:** Stantec **SIZE:** 9,500 square feet **COST:** \$2 million **PHOTO:** Tom Holdsworth Photography

AN INFORMATION OASIS

Route 9 Library and Innovation Center, New Castle, Delaware

The Route 9 Library and Innovation Center is a much-needed island of resources and services for an area in New Castle bound by industrial waterways and interstate highways. A perforated, copper-colored steel roof mimics a leafy tree canopy offering safety and security, while inside the building a gathering area is available for community events and programming. **PROJECT:** New construction **ARCHITECT:** Perkins + Will/Tetra Tech **SIZE:** 44,000 square feet **COST:** \$20.1 million **PHOTO:** Mark Herboth Photography



REBIRTH AFTER TRAGEDY

Joplin (Mo.) Public Library

The new library in Joplin, Missouri, is a symbol of rebirth and a testament to the town's perseverance in the years following the devastating EF5 tornado that destroyed much of the city in 2011. Larger by more than 22,000 square feet than the old library, which escaped the tornado unscathed, the new building has a cultural center with indoor and outdoor space for the community to gather and learn. **PROJECT:** New construction **ARCHITECT:** Sapp Design Architects/OPN Architects **SIZE:** 58,000 square feet **COST:** \$14.4 million **PHOTO:** Gayle Babcock/Architectural Imageworks



IMPRESSIVE FACELIFTS

Alcuin Library, Saint John's University, Collegeville, Minnesota

Designed by famed Bauhaus architect Marcel Breuer in 1965, Alcuin Library is an architectural landmark. But it needed a modern overhaul. CSNA Architects' renovation transformed it from a dark, dense, collection-centered facility, to one that embraces openness and space for campus use while still maintaining the integrity of Breuer's original design. **PROJECT:** Renovation and expansion **ARCHITECT:** CSNA Architects **SIZE:** 80,547 square feet **COST:** \$21 million **PHOTO:** Fred Fuhrmeister

Forsyth County (N.C.) Central Library

Forsyth County demolished a portion of its old library building—actually two incongruous structures built 30 years apart—to create a seamless, light-filled, modern third place for the community with more than 50,000 square feet of new space. **PROJECT:** Renovation and expansion **ARCHITECT:** RATIO **SIZE:** 101,000 square feet **COST:** \$23.8 million **PHOTO:** Monica Slaney

Dayton (Ohio) Metro Library, Main Library

Dayton Metro Library contributed to the revitalization of downtown Dayton with a renovation and expansion of its main library that added four times more public space to the facility. Massive windows look out into an adjacent city park, and a 165-seat theater and 300-seat auditorium provide space for recitals, performances, and events. **PROJECT:** Renovation and expansion **ARCHITECT:** LWC Incorporated/Group 4 **SIZE:** 224,000 square feet **COST:** \$64 million **PHOTO:** Ken Schory





SUSTAINABLE SPACE

Richland Library St. Andrews, Columbia, South Carolina

➤ The renovation of Richland Library St. Andrews transformed the building into a sustainable facility that brings needed green space to the community. After moving the parking lot behind the building, architects used the area to create a patio overlooking an accessible garden that's irrigated by a rain-water cistern. **PROJECT:** Renovation and expansion **ARCHITECT:** Liollio Architecture **SIZE:** 15,000 square feet **COST:** \$7.5 million **PHOTO:** Paul Warchol





HIGHER LEARNING

R. Howard Webster Library, Concordia University Library, Montreal

The renovated R. Howard Webster Library is an immersive visual and auditory experience. Audio clips greet patrons as they enter the library, and green walls filled with plants create natural clean air. The library features 22 types of study areas, including silent reading rooms, zero-noise rooms, presentation practice rooms, and a technology section with 3D printing and virtual reality capabilities.

PROJECT: Renovation and expansion **ARCHITECT:** Menkes Shooner Dagenais LeTourneau Architectes **SIZE:** 135,670 square feet **COST:** \$37 million Canadian **PHOTO:** Adrien Williams/Concordia Library





John M. Olin Library, Washington University, St. Louis

The Newman Tower of Collections and Exploration, which rises from an atrium, is the centerpiece of Washington University's renovated John M. Olin Library. The glass tower features four levels of space for study and instruction, as well as display areas for rare materials and collections. **PROJECT:** Renovation and expansion **ARCHITECT:** Ann Beha Architects **SIZE:** 205,000 square feet **COST:** \$18 million **PHOTO:** Alise O'Brien Photography



Learning Resource Center, Suffolk County (N.Y.) Community College

Suffolk County Community College's new library is a literal beacon of light for students: Its lantern-inspired glass center rises above the roof and illuminates the interior of the building by day and the campus by night. A large information commons and collaborative working space sits within the "lantern." **PROJECT:** New construction **ARCHITECT:** ikon.5 architects **SIZE:** 68,000 square feet **COST:** \$24 million **PHOTO:** Jeffrey Totaro

St. Louis University Academic Technology Commons

The standout feature of St. Louis University's (SLU) Pius XII Memorial Library renovation is a new technology commons that reimagines the academic library service model. Inspired by the Genius Bar at Apple Stores, the "AskSLU" concierge service features walk-up information desks where patrons can receive technical support from both students and faculty. **PROJECT:** Renovation **ARCHITECT:** RATIO **SIZE:** 24,409 square feet **COST:** \$5 million **PHOTO:** Sam Fentress

PEACEFUL RETREATS



Richland Library Ballentine, Irmo, South Carolina

Nestled in the woods, Richland Library Ballentine was designed to provide a tranquil escape for the community to learn and create. Its central space was modeled after a living room, with a corner space available for artistic pursuits and a large window that provides a view of the surrounding woodlands.

PROJECT: New construction **ARCHITECT:** Liollo Architecture **SIZE:** 14,000 square feet **COST:** \$8.6 million **PHOTO:** Paul Warchol

Central Library, Austin (Tex.) Public Library

Austin's massive new library merges urbanity with nature. Situated downtown and overlooking Lady Bird Lake and Shoal Creek, the library is a technology-rich hub with indoor and outdoor reading areas, makerspaces, an art gallery, cooking demo spaces, and a rooftop garden. A rainwater harvesting system and solar panels add sustainable elements to the building. **PROJECT:** New construction **ARCHITECT:** Lake/Flato Architects/Shepley Bulfinch **SIZE:** 200,000 square feet **COST:** \$125 million **PHOTO:** Atelier Wong Photography



South Central Regional Library, Louisville (Ky.) Free Public Library

South Central Regional Library makes the most of its tree-filled site. Despite its considerable size, the silver geometric facility blends into the environment thanks to its sloping, grass-covered roof and large windows that allow for unfettered views of foliage throughout the building. **PROJECT:** New construction **ARCHITECT:** JRA Architects/MSR **SIZE:** 40,000 square feet **COST:** \$14.5 million **PHOTO:** Brandon Stengel



CONNECTIONS TO THE PAST

Community Library of DeWitt and Jamesville, New York

The new Community Library of DeWitt and Jamesville is an open, light-filled space with reading and activity areas that pinwheel outward from a central lobby. Natural limestone used throughout the exterior and interior of the building is an homage to the region's connection to limestone quarries and the Erie Canal, which was used to transport quarried rock. **PROJECT:** New construction **ARCHITECT:** King + King Architects **SIZE:** 23,700 square feet **COST:** \$8 million **PHOTO:** Revette Studios



Auburn Avenue Research Library, Atlanta

One of four archive and research centers in the US devoted to Africana and African-American collections, Auburn Avenue Research Library completed an extensive renovation that repositioned its entire structure, built in 1994, moving the auditorium, seminar rooms, and galleries to the street-level floor for better community access. **PROJECT:** Renovation and expansion **ARCHITECT:** Perkins + Will **SIZE:** 106,500 square feet **COST:** \$14.3 million **PHOTO:** Jonathan Hillyer



K. O. Lee Aberdeen (S.Dak.) Public Library

The new K. O. Lee Aberdeen Public Library is a bright, roomy facility that serves as a center for both learning and creativity, with reading nooks, community rooms, and a demonstration kitchen. Its linear configuration recalls the historic Craftsman and Prairie-style railroad depots located throughout the city. **PROJECT:** New construction **ARCHITECT:** CO-OP Architecture/MSR **SIZE:** 30,921 square feet **COST:** \$7.7 million **PHOTO:** Spencer Sommer



ALA/AIA

LIBRARY BUILDING AWARDS

The following libraries are winners of the 2018 Library Building Awards, sponsored by the American Institute of Architects and the American Library Association's Library Leadership and Management Association. The awards recognize the best in library architecture and design and are open to any architect licensed in the United States. Projects may be located anywhere in the world. **AL**



▲ **Santa Monica (Calif.) Public Library, Pico Branch**

ARCHITECT: Koning Eizenberg Architecture
PHOTO: Eric Staudenmaier

► **Eastham (Mass.) Public Library**

ARCHITECT: Oudens Ello Architecture
PHOTO: Chuck Choi





▼ Hastings (Neb.) Public Library

ARCHITECT: The Clark Enersen Partners

PHOTO: Paul Brokering



▲ Central Library, Austin (Tex.) Public Library

ARCHITECT: Lake|Flato Architects/Shepley Bulfinch

PHOTO: Atelier Wong Photography

► Prince George's County (Md.) Memorial Library System, Laurel Branch

ARCHITECT: Grimm + Parker Architects

PHOTO: Sam Kittner

▼ Tulsa City-County (Okla.) Central Library

ARCHITECT: MSR

PHOTO: Lara Swimmer



DESIGN on the CHEAP

Library renovation
on a budget

BY Phil Morehart



Library renovations can cost several million dollars or more. For some libraries, funding a project that size—or even half that size— isn’t an option. Luckily, design options are available at a minimal cost for libraries that want to change the look and feel of their space.

START WITH WHAT YOU HAVE

The first step in any design project, big or small, is intense self-reflection. Brian Lee, architect and design partner at Skidmore, Owings, and Merrill, has designed libraries around the world, including the award-winning Chinatown branch of Chicago Public Library (CPL), which opened in 2015. He stresses the importance of research and an inward gaze when trying to design on a budget.

“Go back to your library’s purpose—the mission—and all the programs that you believe are necessary, and develop strategies to achieve them,” Lee says.

Joel Sanders, principal at New York City-based firm Joel Sanders Architect, echoes Lee’s approach and recommends doing a feasibility study first. “What are your goals? What do you need? And what do you foresee as

shortcomings?” he says. “Then work with a designer to do preschematic plans on how to accomplish that, going from low budget to high budget.”

Lee and Sanders agree that design ideas requiring little or no funds to implement may present themselves. You may be able to use existing furniture, shelves, and partitions.

“The trend right now is to create spaces that sponsor more interactive learning,” Sanders says. “See if you can accomplish that with free-standing furniture instead of having to build something. That could mean simply rearranging furniture in ways that allow people to work comfortably together.”

Lee recommends reexamining your space. “Look at what you have, and try to do more with less,” he says. “An exhibition space could be a lounge space. A niche or alcove in a wall outside of the

general circulation area can be used as a new quiet study area using furniture. Look at ways that space can be doubly used or consolidated.”

WEED AND WEED SOME MORE

Space is a valuable commodity in most libraries, and creating new space in already cramped facilities can be a challenge. At Francis W. Parker School in Chicago, Mary Catherine Coleman, lower and intermediate school library and information services specialist, and Annette Lesak, middle and upper school librarian, found a simple way to create more space in their library: weeding.

Even in a well-funded private school like Francis Parker, library budgets can be tight. In 2014, Coleman and Lesak were charged by their administrators with rethinking and updating the almost 10,000-square-foot school library when they succeeded the librarian who had previously worked there for 35 years.

“The space was very much rooted in a very old-school look,” Coleman says. “It had about 90,000 volumes of books and really tall bookcases. It was just not conducive to student use and engagement. No one really went in there.”

Photos: Francis W. Parker School



As part of its DIY makeover, Francis W. Parker School in Chicago created whiteboards on tabletops (left), bought beanbag chairs (above), and freed up space by weeding (right).



Coleman and Lesak's first task was to remove unused and out-of-date books, one of which hadn't been circulated since 1917, according to the stamp on its still-intact check-out card. The weeding project freed up a massive amount of space, Coleman says. Its ripple effect changed the look and feel of the entire library.

"It made us think: 'What else can we do to make the space more engaging?'" she says.

THE DIY APPROACH

Coleman says that she and Lesak turned to social media to find inspiration for low-budget renovation and design tips. It was a game changer, Coleman says.

"Seeing what else is out there is really helpful," Coleman says. "Pinterest, Twitter, and Instagram—look at what other libraries are doing. And even beyond the library. What is happening in collaborative and work spaces? You can see things you can do in your space that will fit your community and the culture at your school."

Using ideas gleaned from their research and social media as a guide, Coleman and Lesak revitalized the now-open space. They bought whiteboard paint for the library's tables, allowing students to draw

and write on them. They repainted the walls. The renovations allowed them to look with fresh eyes at how their students interacted with them and the library.

"We began to rethink seating so that the library wasn't just rows of tables," Coleman says. She and Lesak bought beanbag chairs from Overstock.com and acquired old couches that nearby offices were getting rid of to create a casual hangout spot for kids. It changed how the library was perceived by students and faculty.

"Kids could find information, but they could also collaborate and use the space in different ways," Coleman says. "Teachers were more open to bringing students there [after the change]."

THE MONEY IS THERE

Paying for your renovation project, regardless of its size, may require some creativity.

"You have to think of innovative financing ideas," Lee says. If conducting a larger-scale project that requires construction, he recommends seeing if tax increment financing (TIF) funds might be available. Lee uses the forthcoming Roosevelt Square branch of CPL, designed by Skidmore, Owings, and Merrill, as an example. More than \$7 million in TIF

monies were allocated to build the library, since it was built as a joint partnership with the Chicago Housing Authority. Such funds may be more than a library needs for a smaller renovation project, but Lee says it shows how financing is available if you think creatively and strategically.

Coleman and Lesak funded a portion of their approximately \$5,000 renovation using monies already in the library's budget, but they augmented it in an unusual way—again, by weeding.

"Our previous administration spent \$6,000 a year on magazine subscriptions that we just didn't need anymore," Coleman says. "We significantly reduced those and opened up more funds to purchase materials."

"It was easy. We worked with the budget we had," she says. "But we reworked and rethought how we spent it."

This philosophy can apply to your entire renovation project: Everything you need, from additional space to financing, may already be in your library. You just have to find it. [AL](#)



PHIL MOREHART is an associate editor at *American Libraries*.

The background image shows a modern library interior. A woman is seated at a small white table on the left, looking at a tablet. A man is seated in a blue armchair on the right, working on a laptop. The room features blue carpeting with a subtle geometric pattern, yellow cylindrical ottomans in the foreground, and a glass-walled area with green modular seating in the background. The title 'REPURPOSE WITH A PURPOSE' is overlaid on the top half of the image.

REPURPOSE WITH A

PURPOSE

Converting nonlibrary spaces into public libraries

by Fred Schlipf and
John A. Moorman



Photo: Dan Schwalm/HDR, Inc.

Inside the Do Space
in Omaha, Nebraska,
a former bookstore.

DO SEE

When a community needs a new library building, people frequently suggest converting existing—usually vacant—structures into a library. Converting nonlibrary spaces into libraries has much in common with remodeling and expanding existing libraries, but it's a far different undertaking.

When possible conversions loom on the horizon, libraries must be prepared. In all conversion situations, one of the major problems involves the building shaping the library rather than the library shaping the building. Many spaces may lack the basic functional needs of libraries, such as ceilings high enough for reflected uplighting, sufficient power supplies, workable configurations of spaces, desirable natural light, good sight lines, sufficient floor strength, and flexibility of design. If too many of the basic needs are compromised, the result is at best dysfunction and at worst an amazing waste of money.

Begin with a plan

Always start by preparing a building program to evaluate possible conversions. If you don't have one, people will start pointing out what interesting features could be provided in certain existing structures. By and large, these will be features you don't need. Unless you have a lot of experience with library building construction, hire a building consultant to write your program—an experienced professional librarian with a degree accredited by the American Library Association and not an architect.

Because there are many issues in library planning in addition to space needs, building programs need to be detailed, with



This is an excerpt from *The Practical Handbook of Library Architecture: Creating Building Spaces That Work* by Fred Schlipf and John A. Moorman (ALA Editions, 2018).

information on required floor loading, accessibility, lighting, acoustics, furnishings, shelving, floor coverings, electrical supplies, sight lines, exit control, security, flexibility, and other areas. Programs should always be written without regard to available spaces, so that they can be used as measuring sticks to test the feasibility of using a proposed space. There will inevitably be compromises, but starting with the ideal program helps everyone become aware of what these compromises are.

Reasons to choose conversion

There are good and bad reasons for converting existing spaces to libraries.

THE GOOD

- **Location.** Sometimes the best locations already have buildings on them that can be reused.
- **Parking.** If a building has a parking lot in good repair, the library is spared the cost of constructing a new one.
- **Utility hookups.** The cost of bringing water, natural gas, electric power, data, sanitary sewers, and storm sewers to a new site can be very high. If everything is already in place, conversions will be less expensive.
- **Buildings that are in good shape and fairly easy to convert.** The best examples are modern big-box stores, particularly if their mechanical, electrical,

and plumbing (MEP) systems are in good condition.

- **Modern buildings available for conversion.** A building constructed after about 1980 is likely to be accessible to users with disabilities and not suffer from asbestos, lead paint, or other problems that will be extremely expensive to overcome.

THE BAD

- **Saving money.** Few people have any concept of how much it costs to convert an old building to a library. Library owners need to remind stakeholders that almost all conversions will involve constructing new restrooms, replacing existing lighting, adding electrical outlets, upgrading or replacing HVAC systems, providing new plumbing in staff work areas and lunchrooms, removing unwanted partitions, adding windows, improving insulation, and so on.
- **Some conversions may come with unacceptable limitations.** The previous owners of a building must have no rights of any kind whatsoever over the subsequent use of the property. The library needs full title to the building, including the site, allowing it to make any changes it wants and to sell off the building and site and move on at any time it wants. Any proposed limitations must be deal killers.

Buildings to consider

Big-box stores. Of all the projects for converting nonlibrary buildings to libraries, conversions of big-box stores are among the most successful. Modern big-box stores have a number of advantages:

- grade-level entries
- single floors, eliminating the need for elevators and staircases and reducing the number of staff required for supervision
- concrete slab-on-grade floors that can carry the weight of books
- high ceilings, making lighting far easier
- large parking lots
- utilities connected. Most big-box stores will have electric power, natural gas, water, sanitary sewer, storm sewer, and data connections already in place.
- modern wiring

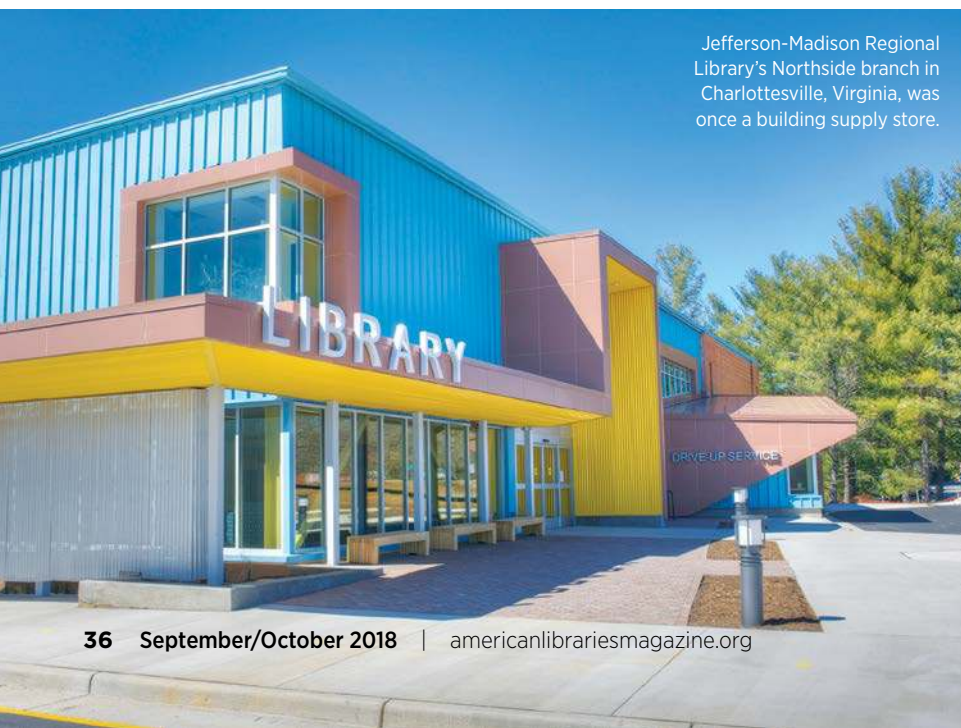
They also have potential problems:

- virtually no windows. How easily windows can be retrofitted will depend on the type of construction.
- potentially undesirable locations. Libraries need big-box stores where chains went bankrupt, not where a store moved out because the location was far from ideal.
- cheap construction. Since big-box stores are economically constructed, you will need engineers and architects to evaluate the condition of a building you are considering.

Big-box stores were designed to meet the retail needs of modern populations, and these have a lot in common with the library needs of modern populations, which makes the entire conversion project a lot easier.

Schools. Empty school buildings abound. Unfortunately, most have been abandoned for good reasons: They have outlived their natural life or were badly designed to begin with.

Most old schools will not meet a variety of building codes. Schools dating back to the 1970s or earlier may be awash in asbestos and lead paint. Despite the stability of schools, floors will probably not be strong enough to carry the weight of books. About the only space in an old school building that can be converted to a workable library is the gymnasium. Some gyms—like the



Jefferson-Madison Regional Library's Northside branch in Charlottesville, Virginia, was once a building supply store.



Loudoun County (Va.) Public Library used a vacant space in a shopping center for its Sterling branch.

one in Westwood Elementary School in Oklahoma City—have been converted to attractive and functional libraries, but that presumes that the gym is large enough to meet the requirements for all those library functions that need to be in a single, open space. An even larger question is, once the gym is converted to a library, what happens to the rest of the school building? The last thing a library needs is to be part of an otherwise abandoned building.

Banks. Some communities have successfully converted bank buildings to public libraries. Some banks are more strongly constructed than many other commercial buildings, and they may be capable of carrying the weight of books without extra reinforcement.

Most bank conversions must consider what to do with old vaults. Vaults are strongly built and will probably be too expensive to remove. In the conversions we have seen, most vaults have been used for storage or office space. Obsolete vault doors may make interesting reminders of the building's history, but you'll at least have to disable the locking mechanisms and install some kind of bolted-on flanges on the floor that prevent the doors from swinging.

Many banks have drive-through service windows. It might be possible to convert them to book pickup windows. But drive-up service windows in libraries are not always successful because library users sometimes treat them not only as

places to pick up held books but also as short-order windows, where library users can request items that are not on hold but have to be searched and retrieved from throughout the library.

Department stores. Some communities have converted abandoned department stores into public libraries. With the coming of big-box stores and shopping centers, department stores tend to become available for other uses.

Department stores typically do not have floors strong enough to support library loads. In order to reduce loads, it may be necessary to use shorter shelving units and space them more widely apart, significantly increasing the amount of space necessary to store a given number of books. Lack of floor strength may be one of the greatest challenges in converting department stores to libraries.

Strip malls. There are advantages to housing a library in a former strip mall.

PLACING PUBLIC LIBRARIES NEXT TO RETAIL STORES IS GOOD FOR BOTH.

Strip malls may be in highly visible locations, and placing public libraries next door to retail stores is good for both. But there are a number of potential problems.

Strip malls come and go. A dying strip mall is no place for a public library. Just as good commercial neighbors can be of great benefit to libraries (and libraries can greatly benefit the nearby businesses in strip malls), businesses can change quickly. Because libraries in strip malls are right next to the other businesses, if the clothing stores, toy stores, and bookstores are quickly replaced by liquor stores, tobacco shops, video gambling parlors, and bars, the desirability of the libraries' locations can quickly change.

As speculative commercial structures, strip malls may be very cheaply constructed and quickly thrown up. If someone is proposing a planned strip mall as a location, you'll need your architects and engineers to check out the quality of proposed construction, just as you will want them to evaluate completed buildings. Some strip malls do not have fire walls between stores. As a result, a fire that starts in one store can quickly spread to adjacent stores through their attics. Expansion is probably impossible without acquiring an



The Do Space in Omaha, Nebraska, is housed in a former big-box bookstore.

New buildings were constructed because the old ones were seriously inadequate. The old buildings may have toxic asbestos or lead paint. Parking may be inadequate for public library service.

Even worse, cities may run old buildings into the ground once new buildings are under way. If maintenance has stopped for more than a year, there may not be much left, certainly not enough to make the conversion to a public library economically sensible.

Seeking help

Converting nonlibrary buildings to public libraries is done all the time. Sometimes everything works out beautifully, but on other occasions the library ends up spending far more on a reworked but dysfunctional building than it would spend on a brand-new one, and in addition is saddled with higher operating costs for the life of the building.

adjacent unit, and fire codes may make it impossible to join two units together.

In general, the only good public library use of strip malls may be as rented spaces for library branches or as temporary locations while main libraries are being rebuilt.

Abandoned government buildings.

Some communities have converted former government structures to public

libraries. Sometimes this can be very successful. Rantoul, Illinois, for example, converted a former US Air Force base bowling alley into a public library, but this was no ordinary bowling alley. It was a huge and sturdy structure with high ceilings and no load-bearing columns to get in the way.

Our experience is that old city buildings were often abandoned for good reason.

Photo: Dan Schwalm/HDR, Inc.

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Library Science, BS Ed

"This degree is going to open a lot of doors for me. I wouldn't be able to move upward in my career without it."



When people pressure you to accept or purchase an existing building, always get help before saying “yes.”

- The help includes a building program written without any conversion job in mind. Once it is finished, the program can be compared with the proposed building to be sure that the spaces you need can be provided there. Sometimes a building will be so unsuitable for reuse that your consultant’s opinion may be enough to stop things.
- An architect can help evaluate the building to ensure that it is in good condition and can be converted to a functional, modern library at a reasonable cost. Your architect will review code implications to be sure that modernizing the building will not embroil the library in a maze of code compliance issues. Your architect can also check for EPA concerns, such as asbestos, possible buried fuel tanks, and so on. In many cases, a quick examination will lead to the rejection of the proposed conversion project.

- Your architects may bring in engineers to evaluate the structure of the building, the condition of MEP services, any hidden threats, the ease of opening up internal spaces, and any difficulties involving accessibility.
 - If the project passes initial checking, your programmers, architects, and engineers will need to review the ability of the building to meet all specified functional needs.
 - At this point, your architects will need to develop a cost estimate. This is a dangerous area, particularly when it comes to remodeling. There may be pressure on your architect to lowball costs. In all cases of this type, your architects and other experts will need to report on projected remodeling costs, functional compromises that would result from remodeling, and the likely cost of building a similar structure from scratch.
- Rejecting a proposed conversion job may be unpopular with your community. This is one area where your hired outside experts will prove their worth. They can deliver the

bad news and then go home to distant communities where their annoyed neighbors will not snarl at them at the supermarket.

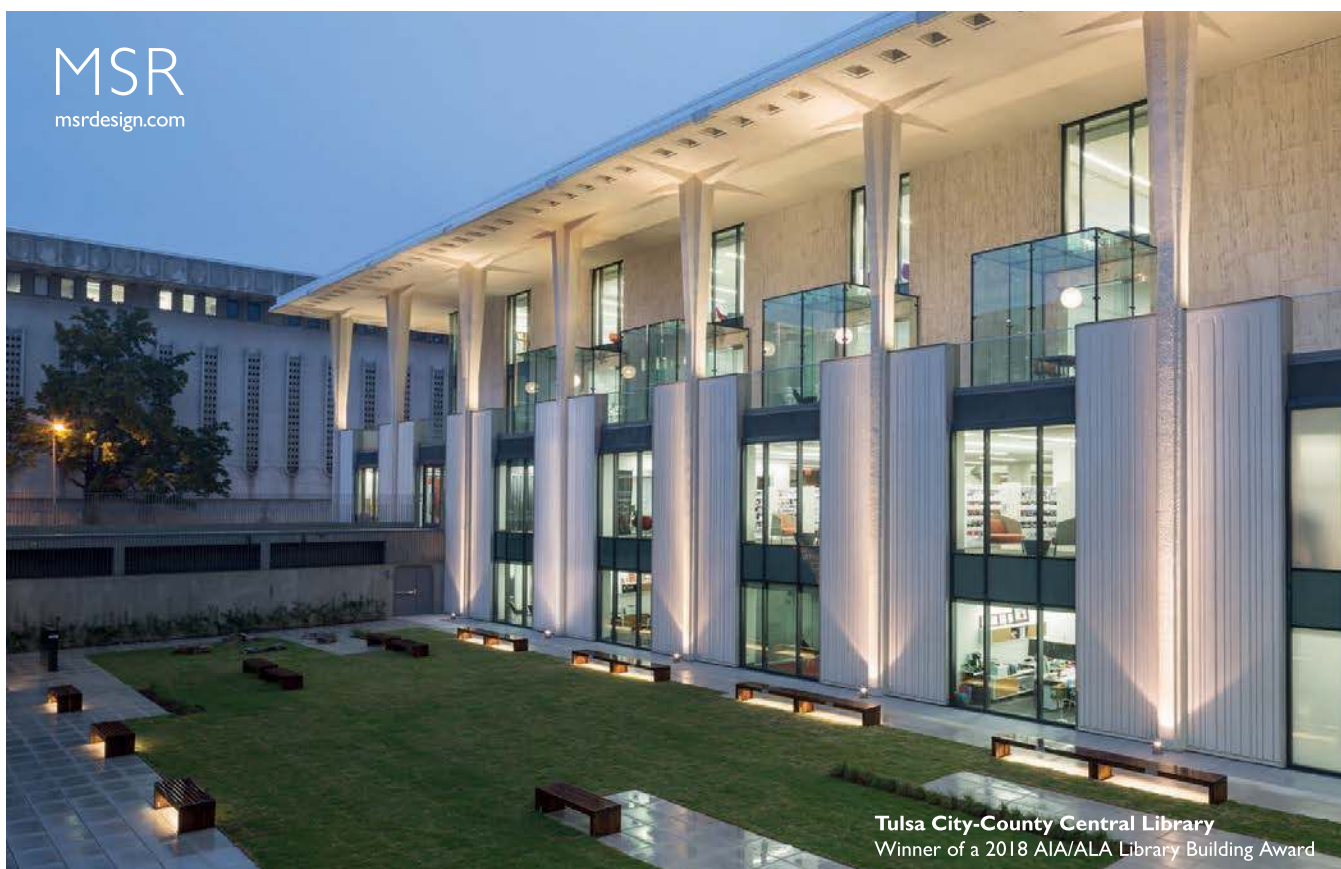
If all of this sounds negative, it’s because there are numerous pitfalls in conversion projects. Luckily, many excellent libraries are constructed by converting other buildings, so it’s a matter of caution rather than outright rejection. In general, fairly new buildings with wide-open spaces, high ceilings, good windows, sidewalk-level entrances, concrete slab floors, up-to-date MEP systems, and sufficient parking seem to offer the best possibilities. [AL](#)



FRED SCHLIFF spent nearly 33 years as director of Urbana (Ill.) Free Library. He’s done formal building consulting for more than 150 libraries and quick consulting for many more.



JOHN A. MOORMAN has worked as director of five public libraries and a multi-type library system, most recently Decatur (Ill.) Public Library and the Williamsburg (Va.) Regional Library.



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Tulsa City-County Central Library
Winner of a 2018 AIA/ALA Library Building Award

2018 ALA AWARD WINNERS

Honoring leadership
and excellence
in the profession

The American Library Association (ALA) recognizes the achievements of more than 200 individuals and institutions each year with a variety of awards.

This year's award winners, chosen by juries of their colleagues and peers, exemplify leadership, vision, and service as well as a continued commitment to diversity, equality, education, and outreach. This selection represents only a portion of those honored in 2018; see more award winners at ala.org/awardsgrants. **AL**



Carla J. Stoffle

MELVIL DEWEY MEDAL

Stoffle's career spans 44 years, including 20 as dean of libraries at University of Arizona's School of Information. Although she retired from that position in 2013, she remains on the faculty.

The jury noted many accomplishments throughout her career in organizational change and management; as an instructor, author, speaker, and mentor; and her leadership in professional associations such as ALA, the Association of College and Research Libraries (ACRL), the Association of Research Libraries (ARL), Center for Research Libraries, Amigos Library

Services, and the Greater Western Library Alliance.

The award committee particularly noted her role as the cocreator of Knowledge River, now in its 17th year within the University of Arizona School of Information. The program has trained more than 200 librarians with a concentration in Latino and Native American cultural issues. Stoffle was also recognized for her leadership as president of ACRL from 1982–1983 and ALA treasurer from 1988–1992.

\$2,000 is awarded for creative professional achievement in library management, training, cataloging and classification, or the tools and techniques of librarianship. DONOR: OCLC



Chang Liu

ERNEST A. DIMATTIA JR. AWARD FOR INNOVATION AND SERVICE TO COMMUNITY AND PROFESSION

Liu is director of Loudoun County Public Library (LCPL) in Leesburg, Virginia. She is being honored for her vision that “builds community by nurturing an environment where the joy of reading and learning is celebrated; people and ideas flourish; and the Golden Rule is a way of life.”

More than 9,000 programs a year take place both inside and outside LCPL buildings, with community partners that range from local malls and

breweries to the George C. Marshall International Center. A Harry Potter Night for millennials over age 21 drew 600 people, and more than 200 turned out for a Science on Tap program that presented lectures on cutting-edge scientific topics at a brewpub.

Liu is a member of the Loudoun 100 and the local Rotary Club, serves as a docent for the George C. Marshall International Center, and both she and LCPL are active partners with the Loudoun Literacy Council, which

operates in a county where one in four residents was born outside the United States. She was named a Public Library Association Leadership Fellow in 2010 and is active in the Urban Libraries Council.

\$5,000 recognizes a public librarian who demonstrates leadership in anticipating emerging trends in services, products, and technologies that will enhance the library's position in its community.

DONOR: The DiMattia Family



Linda Crowe

ELIZABETH FUTAS CATALYST FOR CHANGE AWARD

Crowe cofounded the Califa Group, a nonprofit that enables its more than 220 member libraries to purchase services and products cooperatively, saving more than \$4 million a year. Califa serves as the aggregator of the Corporation for Education Network Initiatives in California broadband project that provides high-speed broadband to public libraries throughout California and serves as the project manager for a National Science Foundation grant that brings STEM programming to rural public libraries across the country. In 2014, Crowe was named a Broadband Champion by the California Emerging Technology Fund.

She served as CEO of the Pacific Library Partnership, where she

oversaw the merger of four cooperative library systems in the San Francisco Bay Area, including all public libraries in Alameda, Contra Costa, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, and Santa Cruz counties.

As one letter of support noted, “Linda is a great model for our field, a big-picture thinker, entrepreneur, and risk taker who made a huge contribution to moving the library field forward in California and nationally.”

*\$1,000 given biennially to an individual for making positive changes in the profession of librarianship. **DONOR:** Elizabeth Futas Memorial Fund*

Alexandra Rivera

EQUALITY AWARD

Rivera has been a champion for equality throughout her career at both the University of Michigan (UM) Library, where she is student enrichment and community outreach librarian, and at the University of Arizona, where she previously served as assistant librarian for outreach. She leads the UM Peer Information Counseling Program, which addresses the barriers to library access experienced by new students, minority students, those who were historically underserved, and other peer groups. Rivera recruited, trained, and mentored undergraduate students of color, who in turn worked with thousands of their peers.

She has made significant contributions through ALA, ACRL, Reforma, and other library associations. She mentored new professionals through the ALA Spectrum Scholarship

Program and ARL's Initiative to Recruit a Diverse Workforce program. She also helped set up the Joint Council of Librarians of Color (JCLC) in 2015 as a nonprofit organization that advocates for and addresses the common needs of ALA's ethnic affiliates. She currently serves as JCLC vice president.

Rivera's advocacy for equality and inclusion has also been demonstrated through her publications and presentations on the topics of diversity and equality, including a special commissioned report on the state of library leadership research and diversity leadership programs.

*\$1,000 honors an outstanding contribution that promotes equality in the library profession. **DONOR:** Scarecrow Press, a member of the Rowman & Littlefield Publishing Group*



Sally Gardner Reed

JOSEPH W. LIPPINCOTT AWARD



Reed's long and distinguished career has involved stints as a library administrator, author, and advocate for libraries at the local, state, and national levels. Among the achievements specifically noted by the Lippincott jury and Reed's many colleagues are her service as executive director of Friends of Libraries USA (FOLUSA), where she encouraged and oversaw the integration of FOLUSA into ALA in 2009, which ultimately led to the creation of United for Libraries, a powerful voice for libraries and their users. Her leadership in establishing the Virtual March on Washington and providing effective advice both nationally and internationally on issues critical to libraries—such as advocacy, fundraising, board development, strategic planning, and community engagement—were also recognized.

Reed has been a teacher and trainer via lectures, webinars, workshops, and publications and has contributed extensively to ALA through service on the Executive Board and numerous committees. She was praised for serving as a mentor and role model to countless colleagues who variously referred to her as “visionary,” “inspirational,” “selfless,” and “the quintessential library champion.”

*\$1,500 is presented annually to a librarian for distinguished service to the profession of librarianship, such service to include outstanding participation in the activities of the professional library association, notable published professional writing, or other significant activity on behalf of the profession and its aims. **DONOR:** Joseph W. Lippincott III*

Sara Jones

SULLIVAN AWARD FOR PUBLIC LIBRARY ADMINISTRATORS SUPPORTING SERVICES TO CHILDREN

Jones, director of county library services at Marin County (Calif.) Free Library, is a fierce advocate for youth services. Under her leadership more than 9,000 library cards have been issued to students in the district and all fines for children's and teen materials have been eliminated.

She has been on the forefront of bringing 21st-century learning and emerging technologies to the library's 10 branches. She created a campus in collaboration with the Novato Unified School District and Marin County Office of Education that includes the library; a media lab with virtual reality, video production,

and recording studios; and a large and active makerspace. She sees the library as the great equalizer and has created community partnerships with groups such as Marin Promise, Marin Housing Authority, and other organizations to address inequities in the county and do focused work on grade-level reading.

*Given to an individual who has shown exceptional understanding and support of public library service to children while having general management, supervisory, or administrative responsibility that has included public service for children in its scope. **DONOR:** Peggy Sullivan*



Jeff Shaara

*For The Frozen Hours:
A Novel of the Korean War*

**W. Y. BOYD LITERARY AWARD FOR
EXCELLENCE IN MILITARY FICTION**

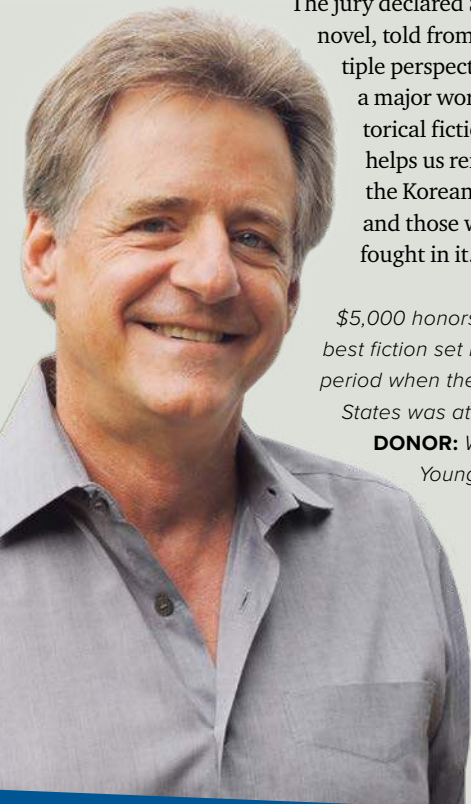
The *Frozen Hours* (Ballantine Books, 2017) is set in the winter of 1950, when the American, United Nations, and Republic of Korea forces battled the Chinese army, which crossed the Yalu River to support the collapsing North Korean Army.

The US Marines and their allies were retreating in the face of the overwhelming enemy forces at the Chosin Reservoir while simultaneously trying to cope with an extremely harsh winter. More than 4,000 were killed in action and another 7,000 succumbed to the cold. Their struggles were not in vain as their actions allowed the majority of the First Marine Division to escape the battlefield and be evacuated safely. In the end, more than 100,000 military personnel and more than 91,000 refugees were evacuated from the port of Hungnam by December 24, 1950.

The jury declared Shaara's novel, told from multiple perspectives, a major work of historical fiction that helps us remember the Korean War and those who fought in it.

\$5,000 honors the best fiction set in a period when the United States was at war.

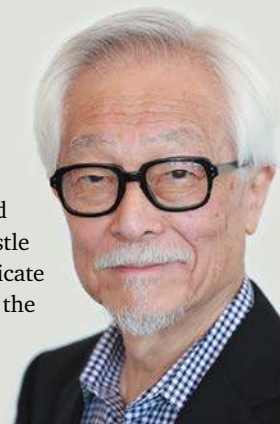
DONOR: William Young Boyd II



SCHNEIDER FAMILY BOOK AWARDS

Allen Say

Say's biographical picture book *Silent Days, Silent Dreams* won the award for best book for young children. Say spotlights the work and life of artist James Castle. Deaf and autistic, Castle used his nontraditional style of art to communicate his understanding of the world. Growing up at the turn of the 20th century, he showed incredible resilience despite an often harsh existence.



Shari Green

Macy McMillan and the *Rainbow Goddess* won the award for best middle-grade book. This free-verse novel welcomes readers into 6th-grader Macy's world. Through an intergenerational relationship with her neighbor, Iris, Macy learns to navigate friendships, family changes, and school assignments. Iris learns to communicate with Macy through sign language, and Macy learns how Iris sends messages through the gift of cookies.



Whitney Gardner

The teen award winner is *You're Welcome, Universe*. Julia is an artist; her medium graffiti. She thrives on the thrill of creating and the risk of getting caught. When she is expelled from her school for the deaf, she seeks to find balance between feeling invisible and her desire to be seen. Her friendship with "hearie" YP unexpectedly enhances her life and art.

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

DONOR: Katherine Schneider





Elizabeth
Hulett,
director

Western Maryland Regional Library

H. W. WILSON LIBRARY STAFF DEVELOPMENT GRANT

Western Maryland Regional Library's "Service, Safety, and Security in Western Maryland" is a workshop for staff members in the libraries it serves in Washington, Garrett, and Allegany counties. The goals of the program are to identify primary security issues and empower staff to handle challenging issues through practicing defined resolutions and implementing an incident response plan.

The jury was impressed by the library's understanding of the needs of its member libraries to address difficult situations—such as drug use, mental illness, and homelessness—without

negatively affecting other services. The outcome-based program emphasizes applying strategies learned in hypothetical situations. Additionally, the proposal incorporated a substantive evaluation methodology that includes a six-month follow-up survey that will ask participants to assess how the workshop contributed to their library's service, safety, and security efforts.

*Awards \$3,500 to a library that demonstrates merit in a staff development program that furthers the goals and objectives of the library organization. **DONOR:** H. W. Wilson Company/EBSCO Publishers*

Joliet (Ill.) Public Library

ALA EXCELLENCE IN LIBRARY PROGRAMMING AWARD

Joliet (Ill.) Public Library's (JPL) "Star Wars Day" is the largest Disney-approved Star Wars event of its kind in the world. Started in 2009, the span and scope of the event have grown exponentially each year, and it now attracts more than 10,000 visitors from several states.

One highlight is a downtown parade, complete with several themed vehicles and featuring more than 200 individuals from the 501st Legion, a worldwide Star Wars costuming organization.

The influence of Star Wars Day lingers far beyond the day's events. The library has garnered fandom devotees and social media followers who now associate JPL with science fiction. JPL has also developed robust community partnerships, which it can call on throughout the year for support and further joint ventures. Local businesses that contribute to the event

financially now use Joliet's Digital Media Studio for their publicity needs. The day also benefits downtown restaurants and bars that feature Star Wars-themed food and drinks, as well as a nearby hotel that fills to capacity. Although Star Wars Day continues to grow, the expenses for the library are offset through fundraising and partnerships, making the event sustainable.

\$5,000 recognizes a library that demonstrates excellence in library programming by creating a cultural/

*thematic program type or program series that engages the community in planning, sponsorship, and/or active participation, addresses an identified community need, and has measurable impact. **DONOR:** ALA Cultural Communities Fund*



Denise Zielinski
(left), community
engagement officer,
and Megan Millen,
executive director

Yvonne Cech and Diana Haneski

LEMONY SNICKET PRIZE FOR NOBLE LIBRARIANS Faced WITH ADVERSITY

On December 14, 2012, Cech, then a library media specialist at Sandy Hook Elementary School in Newtown, Connecticut, herded 18 children and three staff members into a storage closet, locked the door, and barricaded it with book trucks and other available objects until the SWAT team arrived.

She would not open the

door until she verified the officers' identity. Five years later, during the siege at Marjory Stoneman Douglas High School in Parkland, Florida, Library Media Specialist Haneski remembered her friend Cech's quick thinking and advice, and she acted accordingly. She shielded 50 high school students and five adults from harm in a large, barricaded equipment room. As Cech had done, she refused to open the door until she was certain the rescuers were who they claimed to be.

Both librarians have been interviewed extensively by the media about their experiences, allowing them to describe in their own voices and words the events, their reactions, and their

hope that what Cech calls a "teachable moment" will be a turning point. The Lemony Snicket prize will help Cech, now director of Brookfield (Conn.) Library, and Haneski expand their campaign and dedication to ensuring atrocities such as those they lived through will not continue.

"Reading about the bravery and compassion of these two amazing women was a moving experience for everyone on the jury," said Lemony Snicket jury chair Laurel Bliss. "We were inspired by how they are transforming tragedy into action, by speaking out against gun violence and advocating for laws to change."

*Annually recognizes a librarian who has faced adversity with integrity and dignity intact. The honoree receives \$10,000 and an odd object from author Daniel Handler's private collection. **DONOR:** Daniel Handler (Lemony Snicket)*



Yvonne Cech (left) and Diana Haneski

Charlotte Mecklenburg Library Foundation

GALE, A CENGAGE COMPANY, FINANCIAL DEVELOPMENT AWARD

The Charlotte Mecklenburg Library Foundation of Mecklenburg County, North Carolina, demonstrated successful and creative fundraising with its "I Love Our Library ... Do You?" campaign. Developed around a \$100,000 challenge grant from the Leon Levine Foundation, the campaign was intended to broaden the foundation's base of support for ongoing sustainability. The foundation used a multifaceted approach capable of future growth and serving as a viable model for other libraries

at a different matching dollar threshold. It had strong involvement by library staff, leaders, and community, and clear, consistent messaging.

The foundation was given six months to raise an additional \$100,000 in qualifying gifts from the community, but the successful campaign helped raise nearly \$400,000.

\$2,500 is presented to a library organization that exhibits meritorious achievement in creating new means of funding for a public or academic library.

DONOR: Gale, a Cengage Company



Melanie Baron, marketing and communication specialist

Susan Roman

KEN HAYCOCK AWARD FOR PROMOTING LIBRARIANSHIP



Roman's career spans the breadth of the library profession. As executive director of Association for Library Service to Children (ALSC), her major initiatives focused on literature choices and literacy rights for children. She has worked with or served on the board of almost every organization involved with children's literature and literacy, including the Association of Children's Museums, the Carnegie Foundation, the Center for the Book in the Library of Congress, the Children's Book Council, First Book, Head Start, the Public Broadcasting System, the Reader's Digest Foundation, the US Department of Education, and the Wallace Foundation.

During her tenure as director of development for ALA, she used her skills in advocacy, budgeting, management, outreach, and grant writing to support initiatives including the

Born to Read initiative, the Campaign for America's Libraries, Spectrum Scholarships, and 21st Century Literacy, and to implement ALA's Planned Giving program.

As dean of the Graduate School of Library and Information Science (GSLIS) at Dominican University, Roman led the successful effort to regain full ALA accreditation for the university's GSLIS. She founded the Butler Children's Literature Center at Dominican and served as principal investigator for *The Dominican Study: Public Library Summer Reading Programs Close the Reading Gap*.

\$1,000 honors an individual for contributing significantly to the public recognition and appreciation of librarianship through professional performance, teaching, and/or writing.

DONOR: Ken Haycock

North Carolina State University Libraries

ALA/INFORMATION TODAY, INC. LIBRARY OF THE FUTURE AWARD

North Carolina State University (NCSU) Libraries in Raleigh was selected for its innovative "Emerging Digital Information Skills Workshops." Through this program, the library partners with external groups to create collaborative teaching experiences that provide engaging learning opportunities to develop technical skills for the NCSU community.

The active learning-centered workshops address a previously unmet need for instruction in such areas as data science, visualization, virtual reality, digital media production, and fabrication and introduce students and researchers to tools such as Tableau, WebVR frameworks, Jekyll, 3D printing, and R programming. Sessions give

a conceptual overview of the technology or process, provide a structured hands-on learning experience, and allow time for participants to apply that learning through open-ended exploration and play.

\$1,500 honors a library, library consortium, group of librarians, or support organization for innovative planning for, applications of, or development of patron training programs about information technology in a library setting. **DONOR:** Information Today, Inc.

Jennifer Garrett (left), head of digital research education and training, and Alison Blaine, data and visualization librarian



Christina Dorr

SCHOLASTIC LIBRARY PUBLISHING AWARD

Dorr, media specialist at Hilliard (Ohio) Weaver Middle School, is recognized for her passion for children's literature and her contributions to the reading and literary education of children in both public and school libraries for the last 30 years. She most recently cowrote *LGBTQAI+ Books for Children and Teens: Providing a Window for All* (ALA Editions, 2018) with Liz Deskins.

Dorr created a series of videos for the Ohio Educational Library Media Association that demonstrate strategies to use when reading aloud with children. She also implemented the framework for and contributed to a white paper in response to the 2012 Ohio law "The Third Grade

Reading Guarantee" that sought to ensure that 3rd graders were promoted to 4th grade with adequate reading skills.

She has served on the Coretta Scott King, Geisel, Notable Children's Books, and Stonewall Book Award committees. She currently serves on the Young Adult Library Services Association (YALSA) 2019 Nonfiction Award Committee and was elected to the 2020 Caldecott Award Selection Committee.

*\$1,000 honors a librarian whose unusual contribution to promoting access to books and encouraging a love of reading for lifelong learning exemplify outstanding achievement in the profession. **DONOR:** Scholastic Library Publishing*



**BECAUSE
ADVOCACY
ASSISTANCE
IS PART
OF YOUR
MEMBER
BENEFITS.**

ALA American
Library
Association

ALA's Office for Library Advocacy assists library staff and library advocates facing a range of issues, including threats to funding or positions, state or local legislation, and more.

Need help? Have a story to share?
Growing a network of supporters?
**Contact advocacy@ala.org and
let us know how we can help.**

ALA Office for Library Advocacy

Clara Chu

BETA PHI MU AWARD

Chu's work is notable for extending beyond the classroom, most recently in support of Southeast Asian refugees. Letters in support of her nomination noted her encouragement, intellectual scope, and the care she takes with her students. Her multilingual contributions to the field include more than 40 articles and book chapters as well as her coauthored book, *Educating the Profession: 40 Years of the IFLA Section on Education and Training* (IFLA Publications Series, 2016).

Chu serves as Mortenson Distinguished Professor and director of the Mortenson Center for International Library Programs at the University of Illinois at Urbana-Champaign Library, and is an affiliated faculty member at the iSchool at Illinois.

She has received the Achievement in Library Diversity Research honor, the 2002 ALA Equality Award, and the 2015 Distinguished Service Award from the Chinese American Librarians Association. She is serving as the ALA representative to the US National Commission for UNESCO, where she advocates for "the transformational role of libraries and ensuring information access for all, in strategic alignment with UNESCO priorities."

\$1,000 recognizes the achievement of a library school faculty member or another individual for distinguished service to education in librarianship. DONOR: Beta Phi Mu International Library and Information Studies Honor Society



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Cutting Out the Clip Art

Simple ways for
librarians to up
their design game

BY Anne Ford



Photo illustration: Adobe Stock (photo); Lyndey Kelly (poster)

Librarian Jessica Lamarre hides a dark and shameful secret. “The first flier I ever designed had a clip-art border,” confesses Lamarre, head of children’s services at Duxbury (Mass.) Free Library (DFL) and a freelance graphic design consultant. “I had no idea that that wasn’t the proper way to design an eye-catching flier.”

Pixelated photos, inappropriate font choices, and other design depravities—including, yes, clip art—often hamper libraries’ attempts to communicate effectively with their patrons. In an age when even preschoolers have access to desktop-publishing software, the public has become more sophisticated about what constitutes good design. And an amateurish poster slapped together over the course of a few minutes in Microsoft Word isn’t it.

“It’s so important, given all of the wonderful resources that we have, that we put forward the

best visual representation of ourselves as libraries and librarians,” says Diana K. Wakimoto, associate librarian at California State University, East Bay, in Hayward and author of *Easy Graphic Design for Librarians* (ALA Editions, 2018). At the same time, she

points out, “most of us who do graphic design in the library don’t have any background in it and haven’t had the opportunity to take courses in graphic design or applied arts.”

The good news is that to make attractive, effective handouts, posters, and promotional materials, you don’t need to become a Photoshop pro—you just need to tweak your approach a little bit. “Most librarians do something visual each day, and we can all get better at it,” Wakimoto says. “We can learn basic things that will help draw more people in.”

Faced with competing demands for their time, some librarians may pooh-pooh the importance of bettering their design skills. “It might sound silly” to spend time creating a poster that takes 30 seconds to read, acknowledges DFL Young Adult and Reference Librarian Larissa Farrell DuBois, who with Lamarre and West Bridgewater (Mass.) Public Library Assistant Director Jed Phillips delivered a presentation on graphic design and libraries at the 2017 Massachusetts Library Association meeting. “But the way people consume images and media today, you have a split second to catch their attention.”

Plan ahead

The first and most crucial step: Take the time to plan your project, no matter how small. What’s the purpose of the item you’re creating? When is it needed? Who has to approve it? Finding the answers



Lyndey Kelly, young adult librarian at Iowa City Public Library, used Canva to design this cooking-class flier.

to those and other questions can save a lot of time and annoyance. For example, “if you know up front that you can print only in black and white, then it’s really good to design for black and white, instead of finding out later that your beautiful color image grayscales horribly,” Wakimoto points out.

She also recommends using a grid to create a structure for your design, much as a contractor would frame a house before building it. Gridlines (which do not appear in the finished project) help establish a hierarchy of information, maintain design consistency, allow for the logical alignment of text and images, and make the page easier to read, she says.

While deciding what elements to include in the design, such as images and copy, less is more. “The thing that bothers me the most, without any comparison, would be the massive amounts of text that librarians tend to put into their designs,” says Phillips, who regularly teams up with Lamarre to provide graphic design consulting services to libraries. “A lot of people feel that every square inch of their design has to have something in it, and their message is lost in the static. Embrace the negative space.”

When it’s time to choose a font, “the first thing to check is: Does your library have branding guidelines for typefaces?” says Wakimoto. “If so, you should follow those.” Otherwise, choose no more than two typefaces per project, and be consistent with them. Don’t use two that look nearly identical (such as Arial and Helvetica). Perhaps most important, consider how the typefaces you use will support your overall message. A futuristic-looking sans serif font

“A piece of clip art designed in 1995 just isn’t going to cut it anymore.”

LARISSA FARRELL DUBOIS, young adult and reference librarian, Duxbury (Mass.) Free Library

is probably not the best choice for a poster announcing an old-fashioned tea party, for example.

Choosing images

As for images, is clip art really that bad? Yes, agree Wakimoto, DuBois, Lamarre, and Phillips. For one thing, Wakimoto says, “it’s overused. It just becomes part of the visual background, and we don’t really engage with it.” For another, “a lot of times the clip art does not really match either the theme or the seriousness level of what is being presented. If you have those kinds of visual disconnects, it weakens your message.”

Also, says DuBois, clip art is simply outdated. “We’re in a community where people have access to very high-end things, and we’re competing with all of that,” she says. “We should look as professional as we can. A piece of clip art designed in 1995 just isn’t

Clip Art Alternatives

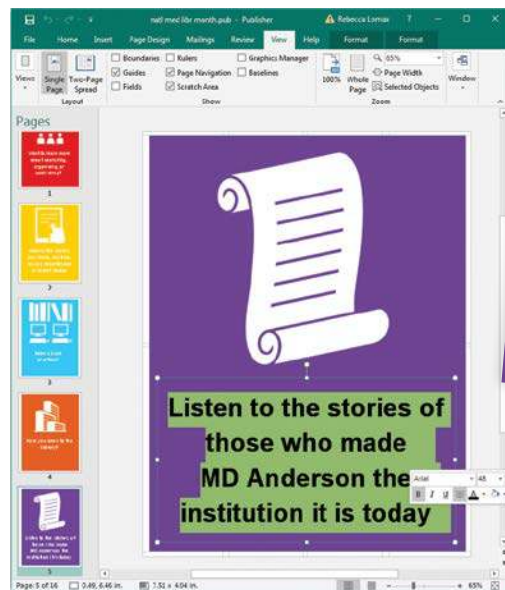
Royalty-free, copyright-free photographs and stock art are widely obtainable through web-

sites such as [freeimages.com](https://www.freeimages.com), [pexels.com](https://www.pexels.com), [pixabay.com](https://www.pixabay.com), and unsplash.com.

It’s also possible to find usable graphics through a Google Images search. When performing the search, click on “settings,” then “advanced search,” then (under “usage rights”) “free to use or share” or “free to use, share, or modify.” For high-resolution images, click on “tools,” then (under “size”) “large.” •

Minimal text and an eye-catching, up-to-date image make the flier above more likely to intrigue a patron than the flier at left.





going to cut it anymore.” Instead, she recommends using royalty-free, copyright-free photographs or stock art (see sidebar).

What if you want to use your own photograph or illustration? In that case, it’s crucial to make sure the image’s resolution is high enough that it does not become pixelated or fuzzy once you place it in your project. “That is a huge amateur move,” Lamarre says. For that same reason, if you obtain an image through a Google search as outlined in the sidebar on page 52, she recommends setting the search parameters to find large images only.

And what if you need to alter a photograph in some way? Free GNU Image Manipulation Program software, available at gimp.org, allows users to easily crop, resize, rotate, and flip an image as well as convert it from color to black and white, make it sepia-toned, and remove red-eye.

Whatever your final project looks like, it should be accessible to people with visual impairments—for example, by featuring color contrast high enough for people with color blindness. Wakimoto recommends several online resources that can help determine accessibility, such as the American Council of the Blind’s guidelines for large-print documents (bit.ly/largep), W3C’s Web Accessibility Initiative (w3.org/WAI), and Colblindor’s color-blindness simulator (bit.ly/colorsimsim).

Software suggestions

As for design software, the gold standard is Photoshop, but that’s expensive and can be time-consuming to learn. An easier, more affordable alternative is



April Aultman Becker, dean of library and research technologies at Sul Ross State University in Alpine, Texas, used Microsoft Publisher to design this series of bookmarks in her previous role as education coordinator at Houston’s MD Anderson Cancer Center Research Medical Library.

Canva (canva.com), an online platform that offers both free accounts and paid professional memberships. Among the thousands of templates available through Canva are graphics for social media, web banners, posters, logos, presentations, letterhead, certificates, programs, and infographics.

Wakimoto, however, cautions against relying too heavily on templates. “They’re not customized for what you’re trying to do,” she points out. “And templates make everything look the same. They can be good places to start, but a lot of times, if we see a template, we just decide that’s how we’re going, and we don’t play around with it as much as if we started with that blank page.” If you do use a template, she suggests at least personalizing it by adding your library’s logo as well as any color scheme or typography that it or its system uses, “so at least it’s harking back to your library branding.”

For librarians who aren’t in a position to use Canva, Wakimoto emphasizes that all of the design guidelines mentioned here can be implemented even in simpler programs such as Microsoft Publisher. “Most PCs have Publisher, and it has a much lower learning curve than Photoshop, yet you can still do a lot more design work in it than you can in Microsoft Word,” she says.

Whatever program you use, it’s important to just jump in, Phillips advises: “I can’t stress enough that people should not be afraid to dive into this. Start simple. The best way to get started is just to sit down and do it.” **AL**



ANNE FORD is editor-at-large of *American Libraries*.

Plan Now for a STEAM-y Summer

Moving from summer reading to summer learning

Summer has ended, and the new school year is under way. Still, experts suggest that libraries start planning for summer reading in September, so now is the perfect time to explore other models.

Like many parents, I worry about how to keep my videogame-obsessed child from becoming a couch potato without spending a fortune on camps. Public libraries have been a reliable ally in the war on “summer slide,” the loss of academic gains made in the previous school year. This loss tends to hit children from lower-income families harder, as many do not have access to educational camps and other learning opportunities. An analysis from the Brookings Institution showed summer reading programs mitigate summer slide, especially for lower-income kids (bit.ly/alsteam1). Libraries can play a critical role by offering equitable and accessible learning opportunities through summer reading programs.

Reading isn't the only area in which students experience academic loss over the summer; the Brookings study shows that math losses tend to be even greater. A growing number of libraries offer STEM and STEAM (science, technology, engineering, arts, and math) programming for young learners. Yet few have incorporated it into their summer reading programs. Integrating STEAM learning gets students observing, writing, experimenting, and creating as well as reading, leading to greater gains across many academic areas. It may also engage reluctant readers or kids with reading disabilities who may not participate in reading-only programs.

At a workshop in April, I learned how Chicago Public Library (CPL) replaced its



summer reading model with the Summer Learning Challenge, partnering with local STEAM-related museums and institutions. Programs this past year focused on the environment and climate change with experiential and problem-based learning activities—and, yes, reading challenges (bit.ly/alsteam2). In 2016, 102,000 kids participated in CPL's program and saw 15–20% gains in reading and math scores (bit.ly/alsteam3), compared to peers who did not participate in the program, according to an analysis by University of Chicago's Chapin Hall, a research and policy center specializing in children's issues.

Some libraries have followed CPL's lead. Seattle Public Library's Summer of Learning program combines reading with STEAM-related programming (bit.ly/alsteam4). Other libraries, like the Uniontown (Pa.) Public Library, offer science programming in addition to a more traditional summer reading program (bit.ly/alsteam5). The Urban Libraries

STEAM learning
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reading disabilities.

Council's terrific guide to library summer learning includes tips and highlights from libraries that have moved to STEAM- and non-STEAM-focused models (bit.ly/alsteam6). CPL's Director of Children's Services and Family Engagement Elizabeth M. McChesney and Bryan W. Wunar, director of community initiatives in the Center for the Advancement of Science Education at Chicago's Museum of Science and Industry, published *Summer Matters: Making All Learning Count* (ALA Editions, 2017), providing encouragement and guidance to people looking to replicate Chicago's success (bit.ly/alsteam7). The authors recommend planning the following summer's programs in early fall, while successes and challenges are still fresh.

Libraries can start small with these programs. Since 2010, Wilsonville (Oreg.) Public Library has offered a traditional summer reading program along with a list of self-directed science activities that kids can complete for prizes. The library also offers a week of free summer science classes geared toward pre-K–8th grades. Local science museums, colleges and universities, and STEAM-related companies can help develop and fund great summer STEAM learning activities and programs. Simply providing some structured and incentivized learning opportunities can make a big difference not only in how children spend their summer but also in how prepared they are when they come back to school. **AL**

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

Virtual and Augmented Reality

Creating special spaces within the library

Virtual reality (VR) and augmented reality (AR) are important technologies that continue to evolve, grow, and integrate into the lives of our library users. VR is the immersion of a user into a completely simulated environment, while AR overlays digital information on the user's real-world environment. Many libraries have adopted both in some capacity as educational and exploratory tools.

Budget-friendly VR and AR devices are available and can reach a broad spectrum of library users. One option launched in 2014 is still useful: Google Cardboard. Using a combination smartphone and simple viewer, the Cardboard headset allows patrons to experience a multitude of low-level VR applications. While not comprehensive, it does offer a taste of the virtual experience. Google made some improvements to this type of device with its 2016 introduction of Daydream, an advanced version of Cardboard that comes with a controller and requires a smart device with enhanced optics.

Another product that runs on the Daydream platform is the Lenovo Mirage Solo, a self-contained headset that requires only a Google account, not an external device such as a smartphone. Because they are mobile and easy to circulate, these headsets are useful for libraries with limited space.

If both space and budget suffice, more intensive VR devices such as Oculus Rift and HTC Vive are good options. While the devices themselves are more expensive, they make up for the price difference through better



graphics and motion sensors that create a more immersive experience. They also use SteamVR, a gaming platform with several free and paid options for virtual reality. Drawbacks include the need for a space large enough to set up the device and a computer with an advanced graphics card. While mobile options are available, the setup is more difficult to implement. The devices work best when installed in a permanent space.

VR and AR can be implemented in all types of libraries. If you are considering starting a program, keep in mind the following:

- **Budget.** Options that can provide a variety of different experiences are available for libraries on a tight budget.
- **Space.** When selecting hardware, you will need to know whether you will have a dedicated space within

the library or will be restricted to mobile devices.

- **User base.** There are many types of VR and AR experiences, and libraries should decide which ones they want to provide before making any purchasing decisions. Would your users like an immersive experience or an augmented experience that incorporates their real surroundings? Certain devices are better equipped to handle different experiences.
- **Staffing options.** Make sure that there is enthusiasm among your staff members for specific devices, as they will require some form of tech support. If there isn't much interest, it could be difficult to get any sort of program started.
- **Have an open mind.** Explore all the interesting applications that are available. Certain applications are available on some but not all platforms. Examples include the Steam platform, the Oculus store, iOS and Android app stores, and the HTC Viveport. Determining whether certain games are available for your platform can help in deciding which devices to invest in.

By incorporating VR and AR devices and programs, libraries can offer access to these technologies and create unique learning and experiential opportunities for their users. [AL](#)

If both space and budget suffice, more intensive VR devices such as Oculus Rift are good options.

HANNAH POPE is emerging technologies librarian at the Belk Library and Information Commons at Appalachian State University in Boone, North Carolina. Adapted from "Virtual and Augmented Reality in Libraries," *Library Technology Reports* vol. 54, no. 6 (August/September).

The Power of Primary Sources

Tips for introducing historic documents to younger students

When students learn from primary sources, they have an opportunity to connect with the past. But such interactions with primary sources—items connected to a topic of study and time period—shouldn't be limited to high school research papers.

My 1st-grade students recently prepared for a trip to the National Museum of Transportation in St. Louis by analyzing photographs and films of streetcars to better understand the part they played in our city. Inspired to share their learning, students wrote about streetcars and built their own with simple tools like paper, scissors, tape, and glue. Their learning was purposeful and meant something to them.

Librarians can play a key role in bringing primary sources to younger students. My work in sourcing primary material usually comes about in one of three ways:

Finding a connection to the curriculum. Incorporating photos and films of streetcars happened because a teacher wanted something more immersive to prepare her students for their field trip, and we brainstormed from there. This is the most common collaboration: when a teacher feels a lesson or unit needs help and we see if primary sources fit.

Uncovering a compelling primary source. I remember finding a picture of a group of Thanksgiving maskers—children who paraded around in costume on Thanksgiving asking for candy and pennies—and wanting to find out more about this lost tradition. I knew I wanted my students to explore the photos and newspaper articles that I had found, too. An effective primary source can excite



students and drive them to discover the answers to their own questions.

Exploring an analysis strategy. For these resources to be meaningful, students must do more than look at them. They have to question, evaluate, and connect with the material. When I read *Falling in Love with Close Reading* by Christopher Lehman and Kate Roberts (Heinemann, 2013), I saw how students can use a close-reading strategy in their learning. Historical newspapers instantly came to mind, and I began scouring Library of Congress's *Chronicling America* (chroniclingamerica.loc.gov) for articles.

Offering primary sources to teachers—as well as the analysis strategies that students can use to interact with these sources—has surfaced new opportunities to partner with faculty members and made me a more vital part of my school's teaching community.

An effective primary source can excite students and drive them to discover the answers to their own questions.

Consider becoming more versed in primary sources in the following ways:

- Subscribe to the Teaching with the Library of Congress blog (blogs.loc.gov/teachers).
- Join the Teaching with Primary Sources Teachers Network (tpsteachersnetwork.org).
- Follow institutions like the Digital Public Library of America (dp.la) and the Smithsonian Learning Lab (learninglab.si.edu) on social media.
- Explore newspapers in *Chronicling America* or browse an exhibit from the American Archive of Public Broadcasting (americanarchive.org).
- Connect with nearby libraries, historical societies, and museums to learn about local holdings that can help students uncover their community's past or bring a national event closer to home.

When I discover an interesting primary source or analysis strategy, I want to incorporate it into the classroom. I talk with teachers in my building about developing primary-source sets that I think would support the curriculum. I email librarian colleagues to share blog posts that may be useful to the teachers they work with. I tweet ideas for using primary sources and pilot new methods through library lessons.

Seeing how primary sources promote interaction, inquiry, and learning teaches me more about their benefits and only makes me want to continue finding ways to inspire students with historic materials and points of view. **AL**

TOM BOBER is a school librarian at Ralph M. Captain Elementary School in St. Louis and a former teacher in residence at the Library of Congress. Find him at tombober.com.

Shaping Digital Citizens

Cyberbullying prevention is a natural fit in school libraries

How did this become your job?" Over the years teachers have asked me how I got involved with cyberbullying prevention at school.

I tell them that I believe digital citizenship falls naturally under the domain of librarians, as we place high value on using and creating information ethically. In schools, we have a curriculum that teaches students the concepts of citizenship, community, and social justice through varied disciplines. And in the school library, these ideals come together.

As I became familiar with the curriculum at my school, I began to see strong content connections with digital citizenship, and I sought out teachers who were willing to collaborate on topics. I quickly learned that 9th grade was a great entry point because I could introduce students to the concept of creating a positive digital footprint during library orientation and then dive into issues of cyberbullying and its effects using material from their healthful living classes.

When I have these discussions with 9th graders, I ask them why people bully each other. Is it easier to do so online versus in person? When something is posted online that is hurtful to others, who is responsible? We talk about what it means to be an upstander—someone who stands up for others against bullies. I ask students what apps they use and how they use them. You would be surprised at how honest students get.

Discussion is by far the best way to learn about the technologies teens are using and to start building relationships. I let them know they can always talk to me



if they have questions or concerns about something they see online. Ultimately, we cannot have these conversations without addressing online posts that convey racist, sexist, and homophobic ideas.

How else can you support cyberbullying prevention in the school library?

Talk about the serious consequences of a careless post. I encourage students to use “the grandma test”: If your grandmother or someone else that you respect read the post, what would they think of you? Freshman year is an ideal time to remind students that they can make a fresh start, even if they struggled with digital citizenship issues in middle school.

Be aware of student issues and staff roles. If you see a group of students hovering around a computer or smartphone, don’t be afraid to look at what they are

viewing. Most of the time it isn’t harmful, but sometimes it is. Recognize changes in student behavior and share your concerns with the appropriate people. If you cannot help, chances are you know someone who can.

Connect with stakeholders. You do not work alone. For example, I frequently talk with the assistant principals about cyberbullying and consult the school resource officer to “check the temperature” of our students, as they will often know if something is brewing online. I work with the school’s PTSA to create awareness of what students do on the internet. I also hosted a forum on digital citizenship where I brought in local experts who could answer caregivers’ questions about online safety.

Many of these experts returned to the library for a digital citizenship fair, where we encouraged students to “do good online.” At our different booths, students could sign an antibullying pledge, earn water for struggling communities by playing a videogame, or try a texting obstacle course.

Students need to know that they can trust the adults in their building. Developing relationships with your students and letting them know you care lays the foundation for a stronger, safer, and more respectful environment. If you listen to your students, they will open up. I challenge all school librarians to be leaders in creating this community for their schools. **AL**

KARA SHELTON WATSON is school librarian at Lakewood Montessori Middle School in Durham, North Carolina. She previously served as school librarian at Carrboro (N.C.) High School for eight years.

In schools, we
teach citizenship,
community, and
social justice. And
in school libraries,
these ideals
come together.

Future Strategies

Moving your career—and the profession—forward

Librarianship is a great career. The work directly and indirectly helps people learn, find information for a business, do research, and grow. But there are larger matters to consider when formulating strategies for the future—those that inspire creativity and engage the intellect. These titles look at these larger subjects, some with specific actions to move libraries forward, but all with thought-provoking content.



In *Six Issues Facing Libraries Today: Critical Perspectives*, John M. Budd calls these issues persistent and thorny—and they are. The first topic addressed is information:

what it is and what it is not. Budd explores the criteria used to evaluate statements and suggests further avenues for considering the theory of information. Next is information literacy, an area



with some objective outcomes, but also one where we are still learning to apply the Association of College and Research Libraries framework adopted in 2016. It might be said that helping students understand information literacy is the purpose of libraries in higher education, but Budd suggests there may be other purposes with sections on the education of librarians, the moral and ethical bases of librarianship, and the future of librarianship. This is not an easy read, but it is an important one. Rowman and Littlefield, 2017. 196 P. \$79. 978-1-4422-7737-3.

(Also available as an ebook.)

Shadow Libraries: Access to Knowledge in Global Higher Education, edited by

Joe Karaganis, takes the discussion of information and access outside libraries to methods devised by researchers to access information when libraries are not available or unable to support the needs of users. In his introduction, he describes the development of Sci-Hub—a controversial website that makes more than 70 million scholarly research articles available to anyone for free—as proof that researchers will seek out and obtain needed information, either by creating links or by more traditional means like circulating photo-



copies and proofs among peers. Essayist Balázs Bodó covers the development of the Library Genesis search engine as a means for Russian scholars to take

advantage of loose copyright enforcement and thwart state censorship in Russia to access what they need. Other essayists cover initiatives in Argentina, Brazil, India, Poland, South Africa, and Uruguay

THE BESTSELLERS LIST

TOP 3 IN PRINT

1 | National School Library Standards for Learners, School Librarians, and School Libraries

by American Association of School Librarians



The *Standards* enables school librarians to influence and lead in their schools, districts, and states and to develop plans that meet today's educational landscape.

2 | Reference and Information Services: An Introduction, 4th edition

by Kay Ann Cassell and Uma Hiremath



In this book Cassell and Hiremath provide the tools needed to manage the ebb and flow of changing reference services in today's libraries.

3 | The Librarian's Guide to Homelessness: An Empathy-Driven Approach to Solving Problems, Preventing Conflict, and Serving Everyone

by Ryan J. Dowd



This one-of-a-kind guide empowers library staff to treat homeless individuals with dignity.

to circumvent the limitations of formal structures. MIT Press, 2018. 320 P. \$25. PBK. 978-0-262-53501-4.

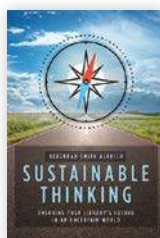


For a practical and everyday application of the theory of information and importance of information literacy, Nicole A. Cooke's *Fake News and*

Alternative Facts: Information Literacy in a Post-Truth Era presents a discussion of information-seeking behavior, changes in how popular information is disseminated, and the importance of critical thinking. But the real value of this ALA Editions Special Report lies in its lesson plan for a workshop on teaching evaluative skills and an appendix with resources for librarians and general information consumers. ALA Editions, 2018. 56 P. \$35. PBK. 978-0-8389-1636-0.

Picking up on Budd's consideration of the future of librarianship, we move to the concept of sustainable libraries. Two titles by Rebekkah Smith Aldrich present aspects of this new lens for viewing how we practice our profession. *Sustainable Thinking: Ensuring Your Library's Future in an Uncertain World* explores patterns that help libraries survive and meet community

Consider issues that inspire creativity and engage the intellect when formulating strategies for the future.



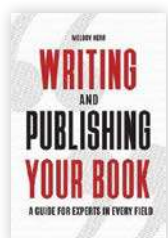
needs. Aldrich reviews strategies and tactics that can help libraries build a resilient organization that thrives despite changes. She reviews forces that disrupt library service and offers ways to develop strategies based on core values and tenets of sustainability. Among the tactics analyzed are change leadership, developing sustainable organizational culture, and building capacity to be a community catalyst. ALA Editions, 2018. 216 P. \$49.99. PBK. 978-0-8389-1688-9.

Aldrich's *Resilience* distills these concepts into a short handbook for understanding components that align librarianship's



values with community needs. It is the second in the Library Futures series from ALA's Center for the Future of Libraries. ALA Editions, 2018. 96 P. \$24.99. PBK. 978-0-8389-1634-6.

Finally, in *Writing and Publishing Your Book: A Guide for Experts in Every Field*, Melody Herr describes the processes for writing a book. This is not for the self-



publisher who hopes to avoid the value-added services and costs of a traditional publisher. Instead, it describes the development of a book, from writing a proposal and understanding

rights and contracts to the final stages of preparing a copyedited, designed, and typeset final publication for launch. It's a reminder that books are not dying and that people will continue to want to get their information into others' hands. Greenwood Publishing Group, 2017. 138 P. \$50. 978-1-4408-5875-8. (Also available as an ebook.) **AL**

KAREN MULLER was librarian and knowledge management specialist for the ALA Library until her retirement in December 2017.

The Top-Selling Books from ALA Publishing (Since July 1, 2018)

TOP 3 IN EBOOKS

1 | Less Is More: A Practical Guide to Weeding School Library Collections by Donna J. Baumbach and Linda L. Miller



This guide offers simple, practical advice along with specific criteria for weeding the school library collection.

2 | Be a Great Boss: One Year to Success by Catherine Hakala-Ausperk



Suitable for all levels of management, from first-line supervisors to library directors, this book lays out a clear path to learning the essentials of being a great boss.

3 | Effective Difficult Conversations: A Step-by-Step Guide by Catherine Soehner and Ann Darling



This book walks readers through learning the skills to have effective difficult conversations that hold themselves and others accountable.

SOLUTIONS

Products and services



Students at Overlook Middle School in Ashburnham, Massachusetts, built a pyramid with EverBlock bricks.

Ready, Steady, Build!

Large-scale toys for children

Giving children the chance to build large-scale structures as a part of their play can provide tools for new avenues of collaboration, creativity, and critical thinking. Libraries that present kids with the opportunity to build something they can climb into and interact with can inspire imaginations and a sense of agency in new spaces. Large-scale building toys can also bring variety to children's areas and events. The following are just a few ways to engage kids in active play.

EverBlock

EverBlock took the typical plastic brick toy and made it larger—almost the size of a cinderblock. The bricks fit together with lugs and can be used to build modular furniture, walls, and even small buildings. As a free-play tool, the possibilities are vast, limited mostly by the size of the play space and number of blocks.

Bricks come in four sizes that range from three to 12 inches long, all six inches high, with two sizes of top cap: six and 12 inches. Sixteen colors are available, including primary colors, pastels, gold, and translucent. With integrated desk-tops and shelves sold as accessories, EverBlock can be used to build or accessorize a children's area and for play within it. The EverBlock website also includes a basic 3D design tool for project planning.

A half-inch channel for wiring or support for larger structures runs through the center of each brick, including the half- and quarter-bricks. EverBlock sells reinforcement pins, but the channel will also hold standard PVC or wooden support rods.

The largest bricks may be somewhat heavy for smaller children, weighing a little more than two pounds. However, EverBlock

also produces a line of cardboard building bricks in many of the same sizes, though more limited colors, called EverBlock Jr.

EverBlock bricks can be purchased individually or in sets. A 50-block play set is available for around \$200. Individual blocks cost between \$3 and \$7. EverBlock Jr. can be ordered in bulk, with 20-packs starting at \$26.80. Educational discounts are available.

For more information, visit everblocksystems.com.

Rigamajig

Designed as a modular toy for New York City's High Line park in 2011, Rigamajig is a set of straight and curved supports, bolts, wingnuts, wheels, hooks, pulleys, and ropes that allows children to create large-scale contraptions. It includes all pieces necessary to build machines to lift and carry things, as well as structures to climb inside, and to make vehicles and sculptural art. Children's ability to create structures larger than themselves encourages collaborative play.

The Rigamajig Basic Builder Kit comes with more than 260 parts,

SUBMISSIONS

To have a new product considered, contact Carrie Smith at casmith@ala.org.

CASE STUDY

A Big Blue Playground

How do you use Imagination Playground Big Blue Blocks?

The Big Blue Blocks allow kids to build and create anything they want when they visit our library. We keep the blocks easily accessible, and kids use them many times every day. I have seen children create tall structures with the blocks and cover the entire floor in intricate patterns. Kids love using the pieces to build houses or caves that they can crawl into with a parent or friend. The lightweight material makes it easy for child-directed play to occur naturally and safely.

USER: Rebecca King, early literacy services supervisor, Arlington Heights (Ill.) Memorial Library



PRODUCT: Big Blue Blocks

DETAILS: Imagination Playground produces a range of foam blocks that can be arranged into life-sized play spaces for children.

How does Imagination Playground serve your library's needs? The Imagination Playground serves our library's practice of open-ended play very well. Toys that inspire children to use their imaginations are a great use of our resources. The blue blocks are versatile and can become countless things, depending on who is doing the building and what experiences or learned skills they bring to the situation. Typically, as kids get older, they build structures with more details such as including a second floor to a clubhouse, or adding a bedroom and kitchen to a train they have created out of the blocks. Younger children observe this, and you can almost see the light bulb go on as they quickly begin connecting more pieces together,

to expand what they have already created. Our open play area offers opportunities for kids of all ages to collaborate on their pretend play. That collaboration contributes to improved social skills for children at all levels of development.

What are the main benefits? The variety of shapes and the different ways the blocks can connect are great benefits. The interlocking

pieces offer countless opportunities for kids to be creative and expressive in their play. The blocks give kids the freedom to exercise their fine and gross motor skills, learn new vocabulary, and practice problem solving. The blocks are extremely durable, which is important given the high traffic our library gets every day. Additionally, the soft, lightweight foam is a safety feature that makes everyone happy.

What would you like to see improved or added to the blocks? Additional shapes would always be welcomed and put to good use! ●



All pieces in the Rigamajig Basic Builder Kit can be packed into the included cart.

including a cart and milk crates for carrying and storing pieces. The total weight is just under 150 pounds.

Add-on kits expand the types of sculptures and machines that can be created. The Simple Machines kit includes gears, levers, and belts for more dynamic building. Two new kits will be released this fall: chutes, which includes tracks for gravity-based play using marbles or water, and locomotion, which includes pieces for building rolling and spinning machines.

All wooden parts are made from birch plywood and have a finish that's free of hazardous air pollutants. The wingnuts and bolts are made from recycled, reinforced nylon.

Rigamajig recommends a minimum play space of 100 square feet per kit for children to get the most out of the set. However, since kits can be packed into a mobile cart, a permanent space isn't required.

The Basic Builder Kit is \$3,550, and the Simple Machines add-on kit is \$1,550. Both prices include shipping. There is a four-week lead time on orders.

Find more information at rigamajig.com. **AL**



Children play with the Imagination Playground blocks at Arlington Heights (Ill.) Memorial Library.

PEOPLE

Announcements

ON THE MOVE

August 1 **Lisa R. Carter** became vice provost of the University of Wisconsin-Madison Libraries.

Stephanie Freas joined Muskingum County (Ohio) Library System as assistant director in June.

August 1 **John Furlong** became associate university librarian for the research and academic collaboration services division at Washington University Libraries in St. Louis.



September 1 Washington University Libraries in St. Louis appointed **Harriett E. Green** as associate university librarian for its digital scholarship and technology services division.



Harriette Hemmasi was appointed dean of Georgetown University Library in Washington, D.C., August 1.



San José (Calif.) State University School of Information appointed **Deborah Hicks** as assistant professor in August.

August 1 **Sarah Houghton** became director of the Discovery and Delivery program at the University of California's California Digital Library in Oakland.

The University of Idaho in Moscow appointed **Ben Hunter** as interim dean of the university library in July.

Stark County (Ohio) District Library appointed **Mary Ellen Icaza** as CEO and executive director, effective July 16.

Holly Jeffcoat became dean of Southern Methodist University Libraries in Dallas August 1.

Kudos

The Society for Scholarly Publishing has awarded **Frances Andreu**, digital initiatives librarian at Rochester (N.Y.) Institute of Technology, an Early-Career Fellowship.

Author and former librarian **Anne Pellowski** is the subject of a documentary, *Anne Pellowski: Storyteller to the World*, which won the People's Choice Award at the Frozen River Film Festival in Winona, Minnesota, in February.

Rochester Regional Library Council has named **Rochester (N.Y.) Institute of Technology Libraries** as its 2018 Academic Library of the Year.

Micah Vandegrift, open knowledge librarian at North Carolina State University Libraries in Raleigh, has been named a 2018–2019 Fulbright-Schuman Innovation Fellow studying open research practices and infrastructure in the Netherlands and Denmark. ●

August 1 **Robert H. McDonald** became dean of university libraries at University of Colorado Boulder.

Benjamin Reid became manager of Columbus (Ohio) Metropolitan Library's New Albany branch in July.

July 1 **Julie Retherford** joined Chetco Community Public Library in Brookings, Oregon, as director.

In June St. Louis Art Museum appointed **Keli Rylance** as head librarian, overseeing Richardson Memorial Library and the museum's archives.



Jennifer Slone became access team leader at Chillicothe and Ross County (Ohio) Public Library in June.

Michele A. L. Villagran joined San José (Calif.) State University School of Information as assistant professor in August.

Olivia Wikle became digital initiatives librarian at the University of Idaho Library in Moscow July 2.

Kris Wiley was appointed director of Roseburg (Oreg.) Library, effective July 2.

PROMOTIONS

Susan Alteri was promoted to associate university librarian at the University of Florida George A. Smathers Libraries in Gainesville July 1.

Amy Buhler was promoted to university librarian at the University of Florida George A. Smathers Libraries in Gainesville July 1.

The University of Florida George A. Smathers Libraries in Gainesville promoted **Cindy Craig** to associate university librarian July 1.

July 1 the University of Florida George A. Smathers Libraries in Gainesville promoted **Brian Keith** to senior associate in libraries.

Melody Royster was promoted to associate university librarian at the University of Florida George A. Smathers Libraries in Gainesville July 1.

The University of Florida George A. Smathers Libraries in Gainesville promoted **Nancy Schaefer** to university librarian, effective July 1.

In Memory

James Aagaard, 87, an alumnus, professor, and librarian at Northwestern University in Evanston, Illinois, for 63 years until retiring in 2011, died June 22. In 1970, Aagaard helped create the Northwestern Online Total Integrated System (NOTIS), a cataloging system for the library. NOTIS was installed at other sites beginning in 1979, and at its peak, more than half of the largest research libraries in the US used it. Sales of NOTIS funded two multimillion-dollar endowments at Northwestern, supporting library collections and library technology. Aagaard was awarded the Library and Information Technology Association/Gaylord Award in 1985.

Robert L. Clark, 72, director of Oklahoma Department of Libraries (ODL) from 1976 until his 2000 retirement, died May 26. As state librarian, he headed two Governor's Conferences on libraries and led a strategic planning process to redefine Oklahoma State Library's role in the information age. Clark championed records preservation programs, government openness laws, literacy programs, and library technology. He and ODL made news in 1997 when a federal judge granted ODL intervenor



plaintiff status in a court case surrounding the Academy Award-winning film *The Tin Drum*. When an Oklahoma County judge ruled the film contained obscenity, VHS copies of the movie were confiscated from the library system and area video stores. The Video Software Dealers Association (VDSA) sued, and ODL was granted standing in representing access and censorship concerns on the local level. The VSDA prevailed, and the film was ultimately returned to library and store shelves. Clark received Oklahoma Library Association's Oklahoma Library Legend Award in 2007.

Francisco Garcia-Ayvens, 69, who held positions at Chicano Resource Center Library in Los Angeles, California State University in Fullerton and Dominguez Hills, and the University of California, Berkeley, died March 12. Garcia-Ayvens created notable bibliographic tools, including *The Chicano Periodical Index*; *Chicano Anthology Index: A Comprehensive Author, Title, and Subject Index to Chicano Anthologies, 1965–1987*; and *Quién Sabe?: A Preliminary List of Chicano Reference Materials*.

Gregory Lubelski, 67, former director of Wayne County (Ohio) Public Library and Erie County (Pa.) Public Library, died May 21. •

July 1 **David Schwieder** was promoted to associate university librarian at the University of Florida George A. Smathers Libraries in Gainesville.

Kevin Seeber was promoted to Education and Outreach Services Department head at University of Colorado Denver's Auraria Library in July.

The George A. Smathers Libraries at the University of Florida in Gainesville promoted **Trey Shelton** to associate university librarian on July 1.

In June St. Charles (Mo.) City-County Library District promoted **Laurie St. Laurent** to deputy director and chief customer experience officer.



July 1 **Margarita Vargas-Betancourt** was promoted to associate university librarian at the University of Florida George A. Smathers Libraries in Gainesville.

July 1 Nevada County (Calif.) Community Library promoted **Yolande Wilburn** to director.



Joe Crotts retired January 31 as head of access services at California State University, Chico's Meriam Library after 44 years with the library.



AT ALA

Jan Carmichael was promoted to web/new media manager July 13.

Booklist Senior Editor **Daniel Kraus** left ALA July 20.

Young Adult Library Services Association Executive Director **Beth Yoke** left ALA August 3. On August 13 she became chief strategy officer at the Public Library of Cincinnati and Hamilton County. **AL**



RETIREMENTS

Lynn Baird retired as dean of the University of Idaho Library in Moscow in June.

Brenda Scott Crotts retired as manager of the Chico branch of Butte County (Calif.) Library January 31, after 41 years with the library.



Shaking up Book Sales

Liz Quakenbush loves getting library books into the hands of her students. But she also loves giving them the chance to purchase books of their own.

For nearly 20 years, she held yearly used book sales at Orchard Park Elementary School in Indianapolis, where she is the media specialist. As her community grew more economically diverse, she wanted to help children add to their home libraries year-round, and she turned to her students for ideas.

They wrote a business plan, set prices, and came up with a name for a used-book store in their school library. "Opportunity Bookstore" had been Quakenbush's first choice, but three different students suggested the same name, and a vote cemented it: QuakenBOOKS opened in March 2016.

Students in grades 3–5 volunteer as stockers, cashiers, and baggers at the end of each library period while their classmates browse the selection of 50-cent books. A donation jar sits by the checkout to cover the cost of books for students who can't afford them. Students have added more than \$800 to the jar since the store opened, and Quakenbush has given away more than 10,000 books in addition to the 15,000 sold.

"I look at it holistically," she says of the bookstore. "It's not just reading. It's not just math. It's about developing character." And it's already paying dividends. Former students come back to staff the store during weekend events. An Eagle Scout built and installed a Little Free Library version of QuakenBOOKS in front of the school. And when Quakenbush told her students that librarians across the country might hear about their project, their main hope was this: Maybe it'll inspire others, too. **AL**

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

Photo: Zach Dobson

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