

american libraries



June 2020

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

COPING in the Time of COVID-19

p. 20

Sanitizing
Collections p. 10

Rainbow
Round Table
at 50 p. 26

PLUS: Stacey Abrams,
Future Library Trends,
3D-Printing PPE



Thank you for keeping us **connected** even when we're apart.

Libraries have always been places where communities connect.

During the COVID-19 pandemic, we're seeing library workers excel in supporting this mission, even as we stay physically apart to keep the people in our communities healthy and safe. Libraries are 3D-printing masks and face shields. They're hosting virtual storytimes, cultural events, and exhibitions. They're doing more virtual reference than ever before and finding new ways to deliver additional e-resources. And through this difficult time, library workers are staying positive while holding the line as vital providers of factual sources for health information and news.

**OCLC is proud to support libraries in these efforts.
Together, we're finding new ways to serve our communities.**

For more information and resources about providing remote access to your collections, optimizing OCLC services, and how to connect and collaborate with other libraries during this crisis, visit:

oclc.org/covid19-info



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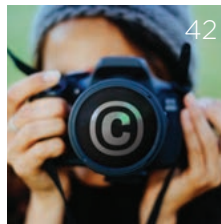
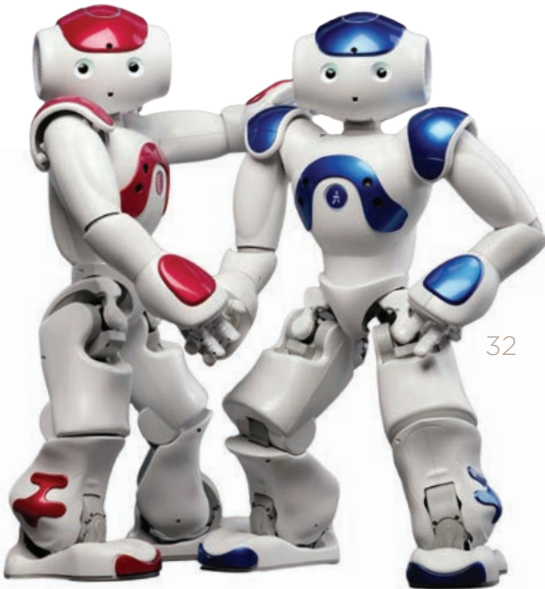
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Address: 225 N. Michigan Ave., Suite 1300
Chicago, IL 60601
Website: americanlibrariesmagazine.org
Email: americanlibraries@ala.org
Phone: 800-545-2433 plus extension
Career Ads: JobLIST.ala.org

EDITOR AND PUBLISHER

Sanhita SinhaRoy → *The Crown*
ssinharoy@ala.org | x4219

MANAGING EDITOR

Terra Dankowski → *Scandinavian murder shows*
tdankowski@ala.org | x5282

SENIOR EDITORS

Amy Carlton → *Music bios, since I can't go to shows*
acarlton@ala.org | x5105

George M. Eberhart → *Instagram*
geberhart@ala.org | x4212

Phil Morehart → *Graphic novels*
pmorehart@ala.org | x4218

ASSOCIATE EDITOR

Sallyann Price → *Buying increasingly soft sweatshirts*
sprice@ala.org | x4213

EDITOR-AT-LARGE

Anne Ford
aford@ala.org

EDITORIAL AND ADVERTISING ASSOCIATE

Carrie Smith → *Online ceramics classes*
casmith@ala.org | x4216

ART DIRECTOR

Rebecca Lomax → *Cheez-Its*
rlomax@ala.org | x4217

ADVERTISING

Michael Stack mstack@ala.org | 847-367-7120
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PUBLISHING DEPARTMENT

Mary Mackay → *Livestreams of all kinds of music*
Associate Executive Director
Mary Jo Bolduc
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MEMBERSHIP

Melissa Kay Walling, Director
SVU

ADVISORY COMMITTEE

Susan H. Polos (Chair), Helen Ruth Adams, Salvador Avila, Crystal Chen, Sonja Eyler, Janie L. Hermann, Jasmina Jusic, Sigrid Kelsey. Committee associate: Rachel Beth Wykle
Editorial policy: ALA Policy Manual, section A.8.2

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Living through History



Sanhita SinhaRoy

Just before spring, we expected many hopeful beginnings—the weather coming to its senses, trees and gardens blooming, and ALA finally moving into its new office space. Because of the state's stay-at-home order, of course, the latter has yet to happen as of this early-May writing. And Chicago weather gave us a couple of late-April snow showers, indicating the only sense the weather possesses is one of humor. But amid the world's chaos, the magnolias and daffodils are beginning to bloom.

Still, the pandemic stays top of mind, leading to our cover package. In "Coping in the Time of COVID-19" (p. 20), adapted from our March 20 *American Libraries Live* webinar, Dan Freeman talks with front-line library workers and mental health experts about managing stress and anxiety during the crisis.

For those who read americanlibraries.org or follow us on social media, some articles in this issue may look familiar. That's because a few appeared online first, as we knew our readers needed fast, reliable guidance on library life in a pandemic. Within days of appearing online, Lara Ewen's "How to Sanitize Collections in a Pandemic" (p. 10) became our most popular article of all time. Also popular: Cass Balzer's "Using 3D to Make PPE" (p. 16), which discusses how library workers are coming to the aid of health care workers by printing personal protective equipment.

But even during this global crisis, history rolls on. June marks the 50th anniversary of ALA's trailblazing Rainbow Round Table—the first gay and lesbian caucus in any professional national organization. In "The Rainbow's Arc" (p. 26), Anne Ford talks with several pioneers and future-focused leaders on the group's significance, both then and now.

With this issue, I'd like to wish a fond farewell to Senior Editor George M. Eberhart, who will be retiring from ALA on June 8 after more than 23 years with *American Libraries*. We are grateful to George for his accomplishments, especially in conceiving, curating, and editing *AL Direct* since 2006. His institutional knowledge, dry wit, and thematic neckties will be missed.

Here's to hopeful beginnings and new blooms.

Sanhita

Our cover package features articles about library life during a pandemic.

A Year of Change, Loss, Hope

Bidding many farewells as I close my presidential term



Wanda Kay Brown

As I look back on my presidential term, I could never have imagined how much I would be changed—and the world forever altered.

As I write my final column as president of the American Library Association for *American Libraries* magazine, campus is quiet. I am in my office in the library at Winston-Salem (N.C.) State University, but only a handful of essential workers like me are still in the building.

This is not how I imagined the end of my term as president. Indeed, this year has brought some of the greatest joys and deepest sorrows, and the COVID-19 pandemic has changed everything—everything except my deep love for this profession.

I am profoundly grateful for the opportunity to have met so many library workers during the first half of my term, and regrettably I will not be able to attend meetings of state associations this spring and early summer.

But as travel plans stall and we spend more time apart, I fondly recall the caring, passionate professionals I met on the road in Arkansas, Maine, Massachusetts, Missouri, New Mexico, South Dakota, and elsewhere. No matter where I traveled, the people I met were eager to share what they were doing to make their communities successful.

That is something I think a lot about now as our profession faces grave uncertainties. The COVID-19 pandemic has closed libraries across America, forced classes online, and exposed deep injustices in the digital divide.

And just when our libraries are needed most, funding is decreasing. State and local governments, the primary funding sources for most public and school libraries, are making hard decisions to address deficits, and across the country library workers are being furloughed or laid off.

I am concerned for our members, the profession, and the people libraries serve. I joined the Executive Board in advocating that library workers be paid fully during this time and continue to receive benefits such as health insurance. In municipalities where budgets are being slashed and library workers are losing their jobs, we also

strongly urged the federal government to provide relief for these second responders.

There is a grief to watching our profession hurt like this. And it comes on top of a personal loss. I am a deeply private person, but my presidential term will forever be marked by the death of my partner of more than 25 years, Thomas Brown, whom we unexpectedly lost in mid-March. His sudden illness prevented me from attending the Public Library Association's conference in Nashville in late February. I didn't realize when saying good-bye to him that we'd all be bidding farewell to so many things we once took for granted—hugs, sharing meals, and dancing, to name just a few.

Another significant loss to our larger community came in April, when Peggy Sullivan, a past president of ALA and former ALA executive director, died at age 90 (see p. 55). Many of us knew and worked with Peggy, and I'm pleased to share that her legacy will live on in the form of 27 student memberships the University of South Florida School of Information gifted to graduating scholars. The effort was organized by Distinguished Professor Kathleen de la Peña McCook, who noted that the number of students seeking membership to ALA bodes well for the future.

As I pass the torch to my colleague and friend Julius C. Jefferson Jr., who will assume his presidential responsibilities during a special (and unprecedented) virtual inauguration this June, I remain extremely proud of my profession and grateful to remain a part of this community.

I could have never imagined how much I would be changed—and the world would be forever altered—over the past year. Despite that, I look forward to helping our incredible community of passionate professionals who are as enthusiastic about information services as I am. **AL**

WANDA KAY BROWN is director of library services at C. G. O'Kelly Library at Winston-Salem (N.C.) State University.

Front Lines and Fault Lines

Embarking on the next great era of library services



Tracie D. Hall

This moment presents libraries with the opportunity—the mandate, really—to advance a new library service model.

Recently, on my way to the ALA office here in Chicago, I—dressed in my mask and gloves—was greeted by my rideshare driver, an older African-American man who was surprisingly barefaced. I asked if he could use the extra mask in my pocket, and he accepted, thanking me. I added that there would be a mask and glove giveaway that weekend in my far South Side neighborhood.

“Wow,” he exclaimed, asking where I had heard about it. I told him there were regular updates on the internet about supply distribution and, perhaps even more important, about the number of confirmed coronavirus cases by zip code.

To which he responded earnestly, “But how many people have the internet?”

I gestured toward his phone, and he laughed. “This? I only use this to call my wife and to find out where to meet people and where to drop them off. And I just learned how to do that.”

Chicago—like Detroit, Milwaukee, New York City, and rural Louisiana and Georgia—is a place where African Americans, along with Latinos, are dying from COVID-19 at disproportionately higher rates, and the symbiotic relationship between information access and public safety has become abundantly clear from that interaction.

Lack of access to real-time information has been described as a source of community vulnerability by state and local leaders. When, for example, Chicago Public Schools moved to distribute 100,000 laptops to students without computers to support its new remote-learning plan, the district found the effort stymied by the lack of broadband access in the highest-need households.

Some municipal leaders have fixated on the physical reopening of libraries, even before they have assurances of safety for users and staff. They’re missing the point.

This moment presents libraries with the opportunity—the mandate, really—to advance a new library service model, one that reaches far

beyond the library building and becomes ubiquitous in public life. One that reaches the people on the front lines, those straddling the fault lines of who is—and isn’t—informed and equipped to weather emergencies and public health crises.

The most urgent question now is, “Will libraries and their staff be supported to embark on the next great era of library services?” This includes digital information enfranchisement, or “data democracy,” as Marie Østergård, director of Dokk1 and Aarhus Public Libraries in Denmark, calls it.

When I was community library manager at Hartford (Conn.) Public Library, my branch in a working-class Afro-Caribbean neighborhood was the first to offer intensive computer instruction. Because none of my users had computers at home, I partnered with a nonprofit to provide them with refurbished ones. With so many economic access points (jobs, government forms, portals to higher ed, housing resources) existing only online, they—restaurant staff, security guards, home health aides—couldn’t be left on the wrong side of the digital divide.

Today, digital access is neither universal nor equitable; neither is data literacy, the ability to find information sets and use them to make decisions.

Closing those gaps is the next great assignment for our field. Sadly, as I look across the country at the libraries that face the biggest cuts in staff and hours, I see an inordinate impact on those communities where a majority of residents work in service-sector jobs. The timing couldn’t be worse.

Any COVID-19 recovery effort must be accompanied by the wide dissemination of information to the public. There are no institutions better equipped to do this than public, school, academic, state, federal, and other libraries, given the support to not just reopen our libraries but to place our services on the line—the front line. **AL**

TRACIE D. HALL is executive director of the American Library Association.

Wong Wins 2021–2022 ALA Presidency

Patricia “Patty” M. Wong, city librarian at Santa Monica (Calif.) Public Library, has been elected 2021–2022 president of the American Library Association (ALA).

Wong received 6,718 votes, while her opponent, Steven Yates, assistant director of University of Alabama School of Library and Information Studies, received 2,448 votes.

“This is a great honor for me personally. This election has brought to fruition a longtime aspiration to serve my profession and my association as ALA president,” Wong said in an April 8 statement. “I am both excited and eager to help lead ALA with our great staff, member leaders, affiliate organizations, and allies.” She emphasized the importance of cooperation in advancing and building on the Association’s successes and in facing the immediate effects of COVID-19.

“Our ALA finances need to be rightsized with fiscal controls and practices that reflect transparency and accountability. We need to develop diversified business models that are revenue positive and sustainable and attract and maintain the interest of new and existing members,” she added. “And as our national population continues to grow and expand, ALA’s commitment to equity, diversity, and inclusion will require the collaborative support at all levels within the organization and with our many partners.”

Wong also serves as a part-time faculty member at San José State University iSchool and is former director of library services at Yolo County (Calif.) Library (2008–2017). An active ALA member for 35 years, Wong has served several terms as at-large councilor (1996–2007,



Patricia “Patty” M. Wong

2012–2014) and as California chapter councilor (2015–2017). Wong is currently in her second term on the ALA Executive Board, previously serving 2001–2005. She has held a number of committee positions, including chair of the ALA Budget Analysis and Review Committee. She is an active member of Association for Library Service to Children, Library Leadership and Management Association (LLAMA), Public Library Association, United for Libraries, Social Responsibilities Round Table, Ethnic and Multicultural Information Exchange Round Table, and Rainbow Round Table. She is a member of the Freedom to Read Foundation and, as an ALA Executive Board member, has worked with the Association’s Intellectual Freedom Committee, Committee on Legislation, and Conference Committee.

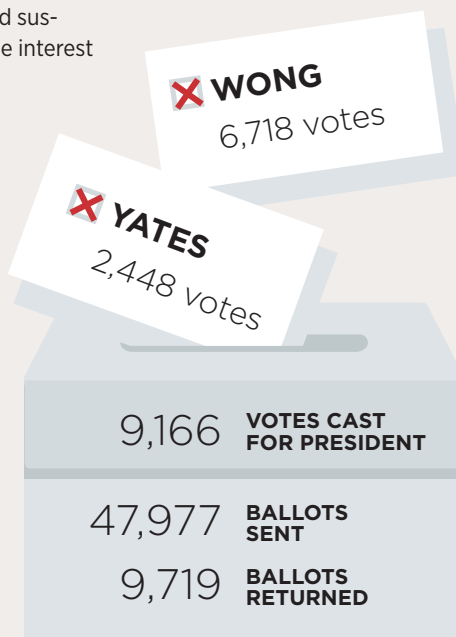
In addition to her service to ALA, Wong has served as a board member for the Corporation for Education Network Initiatives in California since 2014. She has served as a board member of the California Library Association (2015–2017), president of the Asian/Pacific American Librarians Association (1999), treasurer of the United States Board on Books for Young People (1995–1998), and president of the Chinese American Librarians Association’s California chapter (1993).

She will serve as president-elect for one year before stepping into her role as president at the close of the 2021 ALA Annual Conference and Exhibition in Chicago.

Councilors elected

Thirty-three ALA members have been elected councilors-at-large on the ALA Council for a three-year term. The term begins at the close of 2020 ALA Virtual and extends through the end of the 2023 Annual Conference and Exhibition in Chicago. One member was elected to finish a two-year term, which begins immediately and expires at the end of the 2022 Annual Conference and Exhibition in Washington, D.C.

For full election results, including those for divisions and round tables, visit ala.org/aboutala/governance/alaelection. ●



New ALA Division Approved

Association for Library Collections and Technical Services (ALCTS), Library Information Technology Association (LITA), and LLAMA division members approved the proposed bylaws of a new ALA division, Core: Leadership, Infrastructure, Futures. The vote was part of the spring ALA election, with 91% of ALCTS members, 96% of LITA members, and 96% of LLAMA members voting in favor of combining the three divisions.

The presidents of the three divisions, Jennifer Bowen (ALCTS), Emily Morton-Owens (LITA), and Anne Cooper Moore (LLAMA), shared a statement on April 8 thanking members for their support. “[Members’] belief in this vision, that we can accomplish more together than we can separately, has inspired us, and we look forward to working with all members to build this new and sustainable ALA division,” they said.

ALA Executive Director Tracie D. Hall added, “This new division offers opportunities to expand our impact and will help cultivate and amplify the collective expertise of library workers in core functions. I heartily welcome Core to the ALA division family and look forward to supporting its future success.”

Leaders and staff of the three current divisions will plan a special leadership election and begin the process of moving current member groups into Core. Pending final approval by the ALA Committee on Organization and ALA Council, ALCTS, LITA, and LLAMA will officially sunset on August 31, and Core will launch on September 1. For more information see core.ala.org. ●



ALA Virtual Event to Take Place in June

ALA will host ALA Virtual: Community through Connection, an online event with educational programming, special author events, and social networking, June 24–26.

The event format, specific content, and other details will be announced at alavirtualevent.org and through #ALAVirtual20 on social media.

Registration will open on May 11 at noon Central time. Rates are available at bit.ly/ALAVirtual20rates.

Candidates Sought for 2021 ALA Election

The Nominating Committee for the 2021 ALA election is soliciting nominees to run on the spring 2021 ballot for the offices of ALA president-elect and councilor-at-large. The committee will select two candidates to run for president-elect and no fewer than 51 candidates for the 33 at-large council seats to be filled.

Members who wish to make nominations should submit the nominee’s name, present position, institution, address, telephone number, and email address.

CALENDAR

JUNE

Rainbow Book Month

bit.ly/al-rainbow

JUNE 24–26

ALA Virtual: Community through Connection

alavirtualevent.org

SEPT.

Library Card Sign-Up Month

ala.org/librarycardsignup

SEPT. 27–OCT. 3

Banned Books Week

ala.org/bbooks

SEPT. 30

Banned Websites Awareness Day

ala.org/aasl/advocacy/bwad

OCT. 1–3

ALSC National Institute

Minneapolis
ala.org/alsc/institute

OCT. 18–24

National Friends of Libraries Week

bit.ly/alafolweek

OCT. 19–25

Open Access Week

openaccessweek.org

NOV. 6–8

YALSA Young Adult Services Symposium | Reno, Nevada

ala.org/yalsa/yasymposium

Self-nominations are encouraged. All potential nominees must complete the candidate biographical form found at officers.directnominations.net.

Nominations and biographical forms must be received no later than July 10.

Upcoming Virtual ALA Governance Sessions

Join ALA and your colleagues for two virtual governance sessions in June: the Virtual Membership Meeting and the 2020 Virtual Information Session for Members, Councilors, and the Executive



Library Card Sign-Up Month

This September, DC's Wonder Woman will serve as Library Card Sign-Up Month honorary chair. A founding member of the Justice League, Wonder Woman is known for strength, compassion, and truth. She will remind the public that there is nothing more empowering than signing up for your own library card.

Themed Wonder Woman posters, stickers, and bookmarks are currently available for purchase at alastore.ala.org.

Wonder Woman will appear in free Library Card Sign-Up Month graphics, including print and digital public service announcements and library card artwork. Free tools including a template press release, a proclamation, and sample social media posts will be provided at ala.org/librarycardsignup. ●

Board. These livestream sessions allow personal members to hear firsthand updates from ALA leaders, with the opportunity to engage in real time. They are chances to learn more about the governance of ALA while sharing the experience with colleagues from your community and across the world.

These virtual meetings are part of ALA's ongoing focus to connect members and provide an avenue for input on strategic direction, budget priorities, and topics of interest. The 2020 Virtual Information Session will take place 12:30–2 p.m. Central time on June 22, with the Virtual Membership Meeting (#VMM20) following 3–4 p.m. Central time.

All ALA personal members may register and participate. Live captioning will be provided. For complete details, visit ala.org/membership/vmm.

CARES Act Funding Supports Libraries

On March 27, the Coronavirus Aid, Relief, and Economic Security (CARES) Act was signed into law. This \$2 trillion economic stimulus package includes more than \$30 billion in relief for schools and colleges, plus billions more for state and local governments along with nonprofit organizations, and \$50 million for the Institute of Museum and Library Services (IMLS) for digital inclusion projects.

IMLS announced measures to award the first \$30 million of that \$50 million on April 13.

In a concurrent statement, ALA President Wanda Kay Brown praised IMLS for acting quickly to distribute the funds. "These funds, which focus on digital inclusion, will boost libraries' continued efforts to prepare for and respond to a vast array of community needs as a result of the coronavirus—especially for those who rely on libraries for an internet connection to access unemployment benefits, distance learning, and other critical areas of relief," she said.

ALA asks that advocates remain engaged, especially as the next package

takes shape. For updates on ALA advocacy initiatives, visit ala.org/advocacy.

LinkedIn Learning Updates Policies after ALA Pressure

LinkedIn Learning—formerly Lynda.com, a platform used by libraries to provide online learning opportunities to library users—announced on March 26 that it had made changes to its terms of service after conversations with ALA and other industry leaders.

Under LinkedIn Learning's revised terms, a library cardholder will no longer need to create a LinkedIn profile in order to access the platform. Additionally, users will be able to sign on with a library card number and PIN instead of providing an email address.

ALA has long affirmed that the protection of library users' privacy and confidentiality rights are necessary for intellectual freedom and are fundamental to the ethical practice of librarianship.

ALA encourages library vendors to respect the privacy and confidentiality of library users, observe the law, and conform to the professional statements of ethics that protect library users' privacy.

Kerby Receives AASL Distinguished Service Award

Mona Kerby, professor of education at McDaniel College in Westminster, Maryland, is the recipient of the 2020 American Association of School Librarians'



Mona Kerby

(AASL) Distinguished Service Award. Sponsored by Rosen Publishing, the \$3,000 award recognizes a member of the library profession who has

made an outstanding national contribution to school librarianship and school library development over a significant period of time.

Kerby focuses her scholarly writing on school library collection development. She has written 15 books and 25 articles

ALA Resources for COVID-19

ALA continues to compile COVID-19 resources at bit.ly/ALA-COVID. Many ALA divisions and units have also created their own resources and opened access to existing materials during the COVID-19 pandemic, including:

- All *Booklist* and *Book Links* content on booklistonline.com is freely available until further notice.
- The Association of Specialized, Government, and Cooperative Library Agencies Consumer Health Information Interest Group created a list of go-to resources at bit.ly/ASGCLA-COVIDres.
- United for Libraries has made its online discussion forums, ala.org/united/forums, accessible to nonmembers.
- The Graphic Novels and Comics Round Table is sharing recommendations, resources, toolkits, and other content at bit.ly/LibComix-Online.
- ALA Graphics released a free READ poster background at bit.ly/RDS-celebrate.
- ALA Editions | ALA Neal-Schuman has increased access to its ebooks at alastore.ala.org/ebookoffers and is offering a free ebook on disaster planning, response, and recovery. You can also follow *American Libraries'* coverage of how libraries are adapting to services during this pandemic at bit.ly/AL-COVID-19. ●

and produced videos. Her articles have been published in *American Libraries*, *Knowledge Quest*, *Library Media Connection*, and *School Library Media Activities Monthly*.

2020 Policy Corps Members Announced

Eight library and information professionals were selected to participate in the 2020 ALA Policy Corps, which aims to develop a cadre of experts with deep and sustained knowledge of national public policies in areas key to ALA's strategic goals. You can read full profiles of this year's cohort at bit.ly/PolicyCorps20.

Corps members began their orientation and training via virtual sessions in April. Corps goals include developing policy experts available to the library community and ALA, creating longevity in expertise and engagement in early-to mid-career library and information professionals, and positively impacting national public policy priorities.

New Research on School Librarians and Retention

New research published in *School Library Research* (SLR), AASL's peer-reviewed online journal, explores ways school librarians can support new teachers to prevent burnout.


In "School Librarian Interventions for New-Teacher Resilience: A CLASS II Field Study," Rita Soulen, assistant professor at East Carolina University in Greenville, North Carolina, shares the results of her study of mentorship interventions. Through interviews, Soulen found that school librarians occupy a unique position to offer support for first-year teachers to build their resilience, reduce their burnout, and ensure their retention.

This and other SLR articles can be accessed for free at ala.org/aasl/slr.

Carnegie-Whitney Grants Awarded

The ALA Publishing Committee announced 12 winners of the 2020

Carnegie-Whitney grants. The winners' proposed projects promote reading or the use of library resources. The grants provide for the preparation, in print or electronically, of popular or scholarly reading lists, webliographies, indexes, and other guides to library resources that will be useful to patrons of all types of libraries in the US. Winners this year included resources on the Great Lakes, American Indian rhetorical traditions, student entrepreneurs, and children's books and book art by persons of African descent. The full list of recipients is available at bit.ly/CarnegieWhitney2020.

Applications for the next cycle are open and must be received by November 2. For more information, visit bit.ly/CarnegieWhitney or contact Mary Jo Bolduc, grant administrator, at mbolduc@ala.org. 


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TRENDS



How to Sanitize Collections in a Pandemic

Conservators weigh in on the mysteries of materials handling during COVID-19

BY Lara Ewen

Keeping libraries safe is important for both workers and guests. But during the current COVID-19 pandemic, questions about how to do that—particularly when it comes to materials and surfaces—have complicated answers.

It's an unprecedented situation. Conservators, who are experienced in diagnosing and repairing collection damage, say that historical information on sanitizing library materials is lacking. Besides a bit of anecdotal evidence in a 2019 *Smithsonian Magazine* article, there's very little historical data available, says Evan Knight, preservation specialist at the Massachusetts Board of Library Commissioners: "There's nothing published or shared from previous epidemics."

It's also a challenge to sift through evolving research. A January study in the *Journal of Hospital Infection* reported that coronaviruses similar to SARS-CoV-2, the one responsible for COVID-19, can persist on some inanimate surfaces (such as metal, glass, and plastic) for as long as nine days and on paper for four or five days. Meanwhile, recent data from the National Institutes of Health indicate SARS-CoV-2 is detectable in aerosols for up to three hours, on copper for up to four hours, and on plastic and stainless steel for perhaps only two to three days.

The pandemic also presents challenges of a more philosophical nature. "[It's] difficult to reconcile the public health requirements of

this pandemic with our mission," says Jacob Nadal, director for preservation at the Library of Congress (LC), which closed to the public on March 12 and has canceled events through July 1. "It is heartbreaking to see how this disease forces us to step back at exactly the time we want to step up."

The best disinfectant

Yet stepping back may be the best defense against a still developing threat. The easiest, safest, and most inexpensive disinfectant is time. "This pandemic is a unique situation for most conservators, so we don't know a lot about disinfecting generally, and this virus specifically," says Knight. "Our view is that prophylaxis, or preventive measures, are best."



Fletcher Durant, director of conservation and preservation at the University of Florida's George A. Smathers Libraries in Gainesville, suggests that all libraries follow the March 17 ALA recommendation to close to

the public. "Isolation for a minimum of 24 hours, and preferably 14 days, is the best disinfectant," he says. "It is simply the best and safest thing that we as librarians can do at this time." Durant says it's about protecting libraries as well as the public. "Libraries could provide a risk vector for the spread of the disease, which, beyond the direct health impacts, could reduce the public trust in libraries," he says.

That also means libraries should plan to stay closed until the risk of public infection is eliminated. "We would be the first to say that we are not equipped to make recommendations on virology, bacteriology,

BY THE NUMBERS

Pride Month

1970

Year the Rainbow Round Table (RRT) of the American Library Association (ALA)—the nation's first LGBT professional organization—was founded as the Task Force on Gay Liberation. (For more on the RRT and its 50th anniversary, see our story on p. 26.)

1

Rank of *George*, a children's novel by Alex Gino, on the Office for Intellectual Freedom's (OIF) 2019 list of Top Ten Most Challenged Books. *George* features a transgender character and has been a mainstay on OIF's list since it was released in 2015.

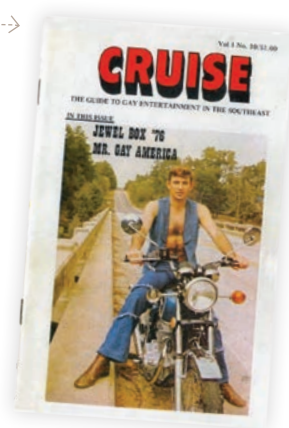


100

Number of books in the nation's first all-LGBTQ+ classroom library at San Pedro High School in Los Angeles. The collection of novels, classics, and historical literature came together with help from the Rotary Club of Palos Verdes Peninsula and The MJ Project.

2016

Year the Invisible Histories Project—a community-driven initiative to engage queer people, local universities, libraries, and archives in the Southeastern US in protecting the vanishing LGBTQ history of the region—was founded.



3

Minutes or fewer of screen time that 26 of the 45 LGBTQ characters had in 110 major studio films released in 2018, according to the 2019 GLAAD Studio Responsibility Index. ●

Additional Resources

- ALA's Pandemic Preparedness Resources for Libraries: bit.ly/AL-PandemicPrep
- A handling guide from the Association for Library Collections and Technical Services: bit.ly/AL-ALCTSHandling
- Northeast Document Conservation Center's best practices for quarantining and disinfecting books: bit.ly/AL-NDCCPractices
- A COVID-19 Response LibGuide from the Massachusetts Board of Library Commissioners and the Massachusetts Library System: bit.ly/AL-MALibGuide
- A video from the National Park Service's National Center for Preservation Technology and Training on disinfecting cultural resources: bit.ly/AL-NCPTT ●

or medical matters," says Nadal. "Quarantine past the viability of the virus is the best plan."

Cleaning and sanitizing

Some libraries, however, have a mission that precludes complete quarantine. LC, for example, continues to support Congress while it's in session, which requires some staff to be onsite. Other libraries are maintaining services with curbside checkouts of materials. That means additional sanitizing methods are warranted.

Internal hard surfaces, including tabletops, door handles, book drops, and computers, should be professionally cleaned. Experts also note that virtual reality headsets have been flagged as a risk factor, and libraries should suspend their use. "This is a time for exceptional caution," says Nadal.

Any staff working onsite should wash their hands thoroughly, especially when handling books or other shared objects. "There are no studies that specifically answer the question of how transmissible the coronavirus might be from the most common library materials, [such as] coated and uncoated paper, book

cloth, or polyester book jackets," Nadal says. "We have to look for high-quality information and evaluate it critically to determine how well it applies to our particular concerns."

Avoiding damage

Knight says librarians should be cautious when using cleaning solvents on books and other potentially fragile library materials. "I am not aware of a 'least damaging' cleaner or disinfectant, especially for any objects of obvious lasting value," he says, explaining that the risks to books subjected to aqueous cleaning or disinfecting include water damage and weakened hinges and joints. "Books wrapped in polyester or polyethylene can be more reasonably cleaned and disinfected, and strong library-binding buckram cloth coverings can probably withstand the enhanced cleaning too," he adds. "But again, if one is planning to clean and disinfect collections, even among poly-covered volumes, they should understand and accept that there will be collection damage."

Continued on page 13 ▶



TACKLING THE DIGITAL DIVIDE DURING A PANDEMIC

Digital tools & resources for public libraries and their patrons

While libraries are closed to the public, many are increasing efforts to offer online tools and virtual programming to address digital inequities heightened by the COVID-19 pandemic. Through its digital literacy and broadband access projects, PLA and partners such as Microsoft have been supporting libraries with technology equipment and skilling resources, including online training courses at PLA's DigitalLearn.org, Microsoft Digital Literacy, and Microsoft Learn.

Learn more at
<http://www.ala.org/pla/initiatives/digitalliteracy>.



◀ Continued from page 11

There's evidence that certain methods may not be effective anyway. "Common misperceptions may be that spraying or wiping the outside of a volume with Lysol, alcohol, or bleach is sufficient to denature the virus across the entire volume," says Durant.

Ultraviolet (UV) light also poses a potential risk to collection materials because of its high intensity. And because it's difficult to confirm that every page has been exposed to the light, the effort could prove fruitless. "UV germicidal irradiation has generally been found to be effective at exposure of 2–5 millijoules per square centimeter," says Durant. "However, for this exposure to be effective, it must be complete exposure, [which is] something that is almost impossible to achieve with bound books. It's certainly not as effective as simply isolating the books."

"This disease forces us to step back at exactly the time we want to step up."

JACOB NADAL, director for preservation at the Library of Congress

Yet even as libraries continue to learn new preservation procedures, certain constants remain. "This is a good time to think about the role of libraries as stewards of memory and culture," says Nadal. "We are going to be closed for a period of time, and our ethic of constant service will make this painful. Keeping materials quarantined and out of circulation will be frustrating. [But] we are keepers of a long history, and our foremost obligation now is to make sure that there is a long future for the recorded knowledge and creativity entrusted into our care." **AL**

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

GLOBAL REACH



A staffer at the Albion branch of Toronto Public Library helps set up a distribution center for a local food bank.

A Library Cornucopia

CANADA Food banks across Toronto have seen a major increase in demand since the pandemic began, so the city is turning several Toronto Public Library branches into distribution centers for local food banks. Mayor John Tory made the announcement April 6, indicating that there will eventually be nine new food banks in branches across the city. City Librarian Vickery Bowles said, "Our library branches are community hubs, and our staff are dedicated public servants committed to supporting those communities, so redirecting library resources to help address this critical need makes so much sense." —**blogTO**, Apr. 6; **Toronto Public Library**, Apr. 6.

GREECE The majority of city libraries in Greece do not offer access to fitness programs as many libraries in the US and Canada do. However, a study by researchers at the University of Peloponnese in Sparta shows that most library managers (98%) are open to partnering with sports organizations to offer programs in yoga, music kinetics, and sports education. Such partnerships can play an important role in promoting physical activity, encouraging an active lifestyle, and improving the quality of life.—*International Journal of Physical Education, Sports, and Health* vol. 7, no. 2 (Mar./Apr. 2020).

JAPAN A drone will soon fly up and down the shelves of the west branch of the city library in Funabashi, Chiba Prefecture. Paired with artificial intelligence (AI), the drone will eliminate the time-consuming task of inventorying books by hand. Each of the 267,000 publications at the library will be marked with a dedicated nine-digit identification number, barcode, and electronic tag. The drone then will read the tags so the AI can identify which books are misshelved. The library plans to refine the precision of image recognition, AI analysis, and the number of books read by a single scan.

—**Asahi Shimbun**, Apr. 11. ●



Salt Lake County (Utah) Library's story sacks contain a blank book, a pencil, and other materials that serve as prompts to inspire storytelling.

Pandemic Forces Programs to Move Online

Libraries adapt quickly to the crisis

BY Anne Ford

On March 12, because of the COVID-19 pandemic, the Coeur d'Alene (Idaho) Public Library (CDAPL) canceled its in-house programming. By March 13, Young Adult Coordinator Angela Flock and Youth Services Coordinator Mandi Harris had a plan for moving some of that programming online.

Why the urgency? "Sure, we want to increase literacy and provide fun events," says Flock. "But I was more concerned about my teens' mental health. Social interaction is super-important for a teen's development. Also, for some of them, the library is a safe place away from the issues that they may be having at home. I wanted to continue giving them as much of that experience as possible."

CDAPL is just one of many libraries that has altered programming plans—for children, teens, and adults—because of COVID-19. Some libraries are figuring out how

to digitize as many programs as possible. Others are taking the virus into account when planning future activities. Still others find themselves pondering how the pandemic may permanently change the nature of library programming.

Since Flock's library canceled its in-person programming (before shutting its doors to the public entirely), she has moved two of its weekly teen clubs online: a *Dungeons and Dragons* group and a videogame club. Thanks to her work with teens, she knew that most of them already used Discord, a chat-based communication platform.

"Discord gives you the ability to make a server, which is like a little private island that you can invite people to," she explains. "Within the server, the creator can give people roles and create limits and boundaries, while also creating text and voice chat channels. It's ideal

for small-group discussion as well as text-based sharing with more privacy than many other social media platforms can provide."

Since creating a Discord server and inviting her teen regulars to join it, Flock has seen about four of them participate in the virtual *Dungeons and Dragons* group and another four in the videogame group. She expected that as Idaho's stay-home order (issued March 25) continued and word of the Discord server spread, those participation numbers would increase, perhaps approaching the 10–15 that

her previous, in-person sessions garnered.



Digital escape rooms

The March 14 closure of Peters Township (Pa.) Public Library meant that Youth

Services Librarian Sydney

Krawiec didn't get to hold the escape room event she'd planned for that day. So instead, she used Google Forms to create a digital escape room with a Harry Potter theme. Since she posted a link to it on the library's teen Facebook page, it has received more than 150,000 hits from users around the world.

"In the first two days, I was getting about 30 emails a day, wanting to know if it was okay to share it with other people," she says. "Like: 'We want to save it and do it for our daughter's birthday party this weekend, so she can do it on Zoom with her friends.' A soccer organization said they were going to do it over a conference call for a team-building activity. A police department talked about how they

can adapt a Google Form for online training. It blows my mind.”

Success in smaller numbers

At the Calvin S. Smith branch of Salt Lake County (Utah) Library, which closed to the public March 13, Youth Services Librarian Melodie Kraft Ashley is thinking ahead to the summer reading season and the many library-led craft projects that usually go along with it. Since it's uncertain when the library will reopen, Ashley is making those projects into kits that participants will be able to pick up and take home if necessary. For example, to emphasize the branch's summer reading theme of “Imagine Your Story,” Ashley is making “story sacks”—paper bags containing small blank books along with small random household items that will act as story prompts.

This approach may come in handy even after the branch reopens, Ashley points out, since concerns about the safety of large groups may continue for some time. Having projects for patrons to take home, “rather than having one huge program with high attendance,” she says, will allow the library to limit the number of patrons in one place.

Similar concerns are on the mind of Bob Abbey, adult services librarian at Forest Grove (Oreg.) City Library (FGCL). Before the pandemic, FGCL hosted an array of adult programming, including a baking demonstration that drew nearly 50 attendees. While the library is closed, Abbey is focusing on maintaining a healthy social media presence and on heightening community awareness of library resources.

And when the library reopens, he says, its programming will probably look different than before: “The days of packing a lot of people into a room are probably, at least for the foreseeable future, over.” Post-pandemic, in order to provide an opportunity for patrons to come together while still ensuring public safety, libraries may have to consider limiting program attendance—and redefining a program's success.

“We tend to focus a lot on getting people in the door, because that's something we can measure,” Abbey points out. “But I think we're going to have to start shifting our focus away from numbers and focus more on the quality of the experience.” **AL**

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

The Chicago Manual of Style Online: Professional, Authoritative, Efficient, and Remarkably Affordable



Library Type	Annual Subscription Rate
Academic Libraries	\$265 to \$1,700
Public Libraries	\$185 per branch
Government/NPOs	\$370 to \$735
Museums	\$265
Grade Schools K-12	\$150
Corporations	\$1,600 to \$3,300

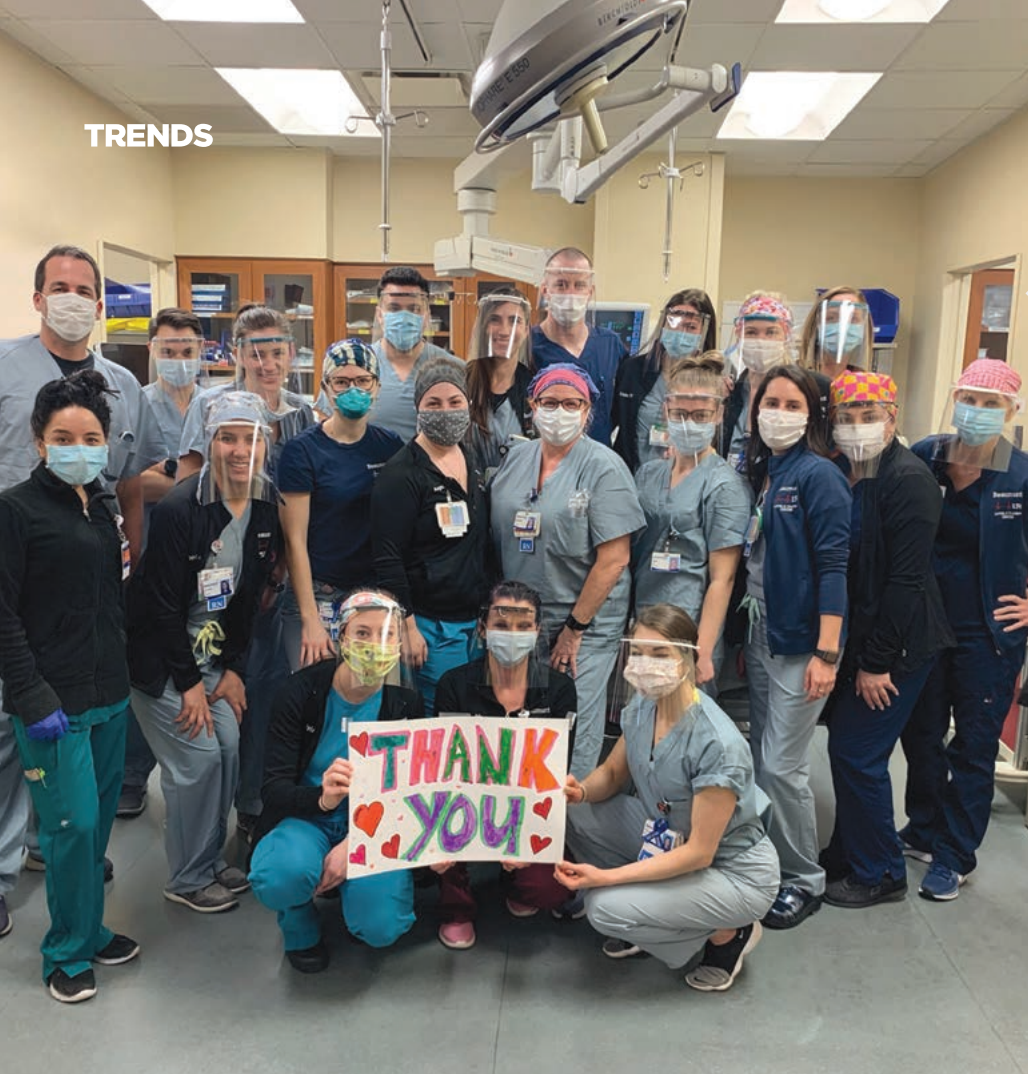
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Baldwin Public Library in Birmingham, Michigan, donated 100 3D-printed protective face shields to Beaumont Hospital in nearby Troy.

collected and assembled into face shields by other local organizations and volunteers.

“It’s been incredible how quickly everything’s really come together,” Rutledge says. “There’s been thousands of completed [face] shields that have been driven out all over the state.”

Some libraries are choosing not only to create PPE on their own, but also to assemble it—printing face-shield visors, sourcing the clear plastic component themselves, and attaching the two. Baldwin Public Library (BPL) in Birmingham, Michigan, is taking this approach.

In conjunction with a BPL patron and members of a local 3D-printing Facebook group, Jeff Jimison, who supervises BPL’s Idea Lab, has been using the library’s six 3D printers to create full face shields to

donate to local hospitals.

“We’re keeping track of requests for donations,” Jimison says.

“Once we get about 100 shields’ worth of material together, we sterilize them, bag them as kits, and take those kits

to whichever organization is next on the list.”

Other libraries are opting to donate the use of their 3D printers instead. Toronto Public Library (TPL) has loaned 30 printers to a Toronto General Hospital initiative to source protective gear. Ab Velasco, TPL’s manager of innovation, says this was the best option for the library network: “It all boiled down to the fact that the hospital team has the technical and medical

Using 3D to Make PPE

Library resources help create much-needed face shields

BY Cass Balzer

Personal protective equipment (PPE) for health care workers, including face shields, surgical masks, and N95 respirator masks, is in critically short supply. To mitigate the ongoing crisis, some public and academic libraries are using their 3D printers to create the PPE components needed on the front lines of the COVID-19 pandemic.

Jillian Rutledge, public services manager at Waterloo (Iowa) Public Library, learned about a PPE production initiative through a local branch of the national community revitalization project Main

Street America. When her library closed its doors to patrons March 17, she obtained instructions online for printing PPE and tried various iterations before finding one that worked well.

Now the library’s single 3D printer sits in the kitchen of Rutledge’s home, where it creates a component of face shields: the visor, which attaches to a clear plastic component that protects the face of the health care worker wearing it. Every five hours, the printer can create two visors, which are then



expertise of the process, so that's why we decided to lend to them."

University libraries are also contributing to production efforts, working alongside engineering and health departments to create medical-grade equipment. University of Utah's libraries have been 3D-printing face shields, but they are now pivoting to N95 mask production. This poses an added challenge, as the masks' proximity to the face requires additional testing and sterilization steps. While the libraries have not yet begun printing these masks, University of Utah Health is currently testing several prototypes.

Columbia University is among the many schools assisting in the effort; the university library system recently published a guide and design for producing face shields to be used

"I went from helping people 3D-print models of spaceships to running a small PPE factory in my garage."

JEFF JIMISON, Idea Lab supervisor, Baldwin Public Library in Birmingham, Michigan

by others with access to 3D printers (bit.ly/col3Dguide). Brandon Patterson, technology engagement librarian at University of Utah's Eccles Health Sciences Library, is

working on a guide to share with other academic libraries. "The larger the community we can create around this, the better our products will be, and the better we'll be able to help," he says.

Both public and academic libraries rely on donations to continue PPE production. BPL has relied on a \$2,300 donation from its Friends of the Library group, but there are currently efforts to raise additional funds. And, while printing PPE provides librarians with a way to directly support health care workers, the pivot has not been easy. "All the things I'm used to doing have vanished at this point," says Jimison. "I went from helping people 3D-print models of spaceships to running a small PPE factory in my garage." **AL**

CASS BALZER is a writer in Chicago.

We miss you!

While we will miss getting to connect with our friends at the ALA Annual Conference, we hope you are staying safe and healthy. We really are all in this together—and there are still plenty of ways to engage with the San José State University School of Information.

- Attend an Online Open House and learn more about our 100% online **Master of Library and Information Science** program
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Stacey Abrams

Political leader and author on civic engagement in uncertain times



Since famously not conceding the Georgia governorship race in 2018, Stacey Abrams has been busy. The politician, author, and entrepreneur started Fair Fight and Fair Count, two nonprofits aimed at countering voter suppression and encouraging participation in the 2020 Census, respectively. *American Libraries* talked to Abrams about her new book *Our Time Is Now: Power, Purpose, and the Fight for a Fair America* (Henry Holt and Co., June), the role of libraries in a democracy, and why civic duty matters more than ever.

BY Terra
Dankowski

COVID-19, social distancing, and self-quarantine have become facts of American life. Meanwhile, the US is conducting primary elections and the 2020 Census. How do you see these events being affected by the public health crisis? What can be done to encourage civic participation during a time of fear? We have to remember this isn't the first time we've faced a crisis. It certainly is a different type of crisis, and the scale cannot be underestimated, but we are a resilient nation—and part of our resilience is our ability to adapt to the challenges.

We have to plan for the entirety of the 2020 election cycle and the

MORE ONLINE

For the extended interview, visit bit.ly/AL-Abrams.

2020 Census to be carried on with the threat of coronavirus.

That means

we have to make it easier to vote and easier to participate in the census—and we have to remind people what comes next. Part of civic duty is understanding the consequences of action and inaction.

But it's also incumbent upon us to use every tool in our toolbox—adapting our laws for how we vote, adapting our timetable for the census, and using the economic stimulus package to ensure that

states have the resources they need to meet these challenges.

***Our Time Is Now*, described as a blueprint for taking back our country, touches upon themes of voter protections, identity politics, and leadership. What do you think is the first step in the fight for our democracy?** Believing that we have the right to a better country. That's been the core of the narrative of America from the beginning. If you read *The Federalist Papers*, if you read essays written at the time of our founding, it's always been that we strive for a more perfect union. We get better when more people are included, when more voices are heard, and when people believe that they have the right and the responsibility to participate.

Part of the book is designed to explain why participation is harder—what has happened in the last 20 years to make voter suppression a real and pervasive force in our nation, but also how we think about getting that power back.

During your talk at the 2020 Public Library Association Conference, you said the library is a “venue for expression” and “space for understanding.” Could

you elaborate on what you see as the role of libraries in society?

Our libraries were created out of this notion that shared information makes us stronger as a country, but also that we become better people when we have access to knowledge. When you check out that book, or you get online and read that story, you change who you are.

[Libraries] create opportunities for people to challenge ideas and to be part of a broader conversation. We should never entertain demagoguery and vilification of others as a public good. But we should entertain the space to understand [ideas and] what they mean and how they affect who we are.

Your mother was a research librarian. Did her job inform the way you tackle problems or interact with the public? Absolutely.

When I was watching my mom, I was fascinated not simply by what she knew natively, but what she knew how to find. Because of the way my mom worked, I understood that sometimes the best way to be a good person and a good citizen is to provide access and to help people find answers. **AL**



Photo: Gerri Hernández

“I have been delightfully overwhelmed by the positive response from children and parents. I almost cried when I heard that a college student I taught almost 10 years ago sat and watched the video the other day.”

JULIE BOGGESS, librarian at Pearre Creek Elementary School in Franklin, Tennessee, in “Franklin Librarian Connects with Children During ‘Storytime’ amid School Closures,” *Nashville Tennessean*, March 20.



“The heart and soul of our libraries are the staff who welcome, assist, and uplift patrons of every age and background every day. [Chicago Public Library] will not be able to fulfill its mission if those employees are fearful and feeling abandoned by those who should be concerned with their well-being.”

ROBERTA LYNCH, executive director of the American Federation of State, County, and Municipal Employees Council 31, in “Chicago Public Libraries [CPL] Closing 61 Locations As ‘Fearful’ City Workers Union Blasts Decision to Keep 20 Open,” *Chicago Tribune*, March 19. (All CPL branches closed March 21.)

“Our whole guiding ethos is helping our patrons, and this is just ... we’re just having to reinvent some of the ways that we do that.”

KAREN WALL, director of Mystic and Noank (Conn.) Library, in “Library Gives Tutorials on How to Communicate, Learn Remotely during Coronavirus Crisis,” WTNH-TV, New Haven, March 25.

“I feel like I’ve been handed a death sentence: Go to work and contract a potentially fatal virus, or stay at home and don’t get paid.”

ANONYMOUS LIBRARY WORKER, in “New Orleans Librarians Fear City Putting Them in Coronavirus Danger,” WWL-TV, New Orleans, March 16. (The city’s libraries closed to the public March 16.)

“AT SOME POINT A LIBRARY IS GOING TO SAVE YOUR ASS. AS LONG AS YOU KEEP A LIBRARY CENTRAL TO YOUR LIFE, YOU WILL ALWAYS SEE HOW RELEVANT IT CAN BE.”

DARCY BRIXEY, a Seattle-based library manager, in “COVID-19’s Impact on Libraries Goes beyond Books,” *Wired*, March 25.



Librarians and health professionals
discuss experiences and best practices

COPING in the Time of COVID-19

On March 20, *American Libraries Live* hosted the webinar “Libraries and COVID-19: Managing Strategies and Stress.” Moderator Dan Freeman, director of ALA Publishing eLearning Solutions, led a discussion with librarians and health professionals on the front lines of the crisis about the library response to the pandemic and methods to reduce stress for both library staffers and patrons.

Freeman was joined by Maria Stella Rasetti, director of San Giorgio Library of Pistoia in Tuscany, Italy; Lisa Rosenblum, executive director of King County (Wash.) Library System; Loren Mc Clain, certified instructor for the National Council for Behavioral Health and Mental Health First Aid USA and senior academic advisor for the School of Science, Technology, Engineering, and Mathematics at American Public University System; and Richard Moniz, director of library services at Horry-Georgetown Technical College in Myrtle Beach, South Carolina.

Maria, what role has your library been playing in the community? What services are you providing since your physical facilities were shut down?

RASETTI: From the beginning, we were conscious that our job was to help users and citizens choose reliable sources of information to counter the fake news on TV and social media. Another important thing we are doing is spreading news about Digital Solidarity, a national project where several entertainment companies are offering free online access to TV programs and movies, as well as programs for students, kids, and parents. We are also creating our own resources and opportunities. We called on writers and artists to record short videos and presentations about their books, so our users can keep in touch with the library. For kids, our

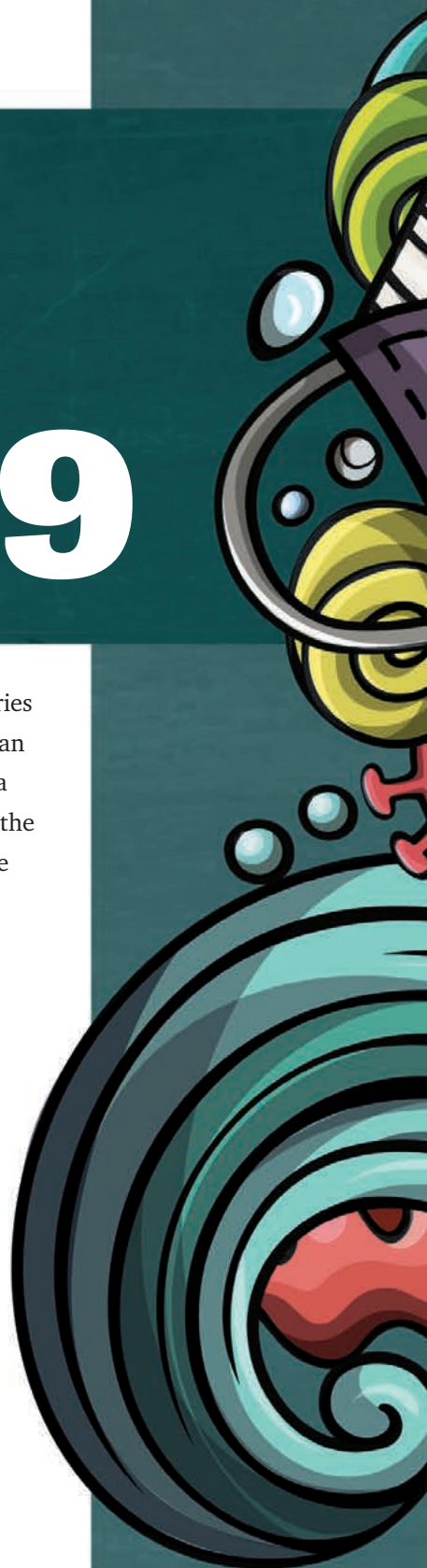




Illustration © baltovska/adobe stock

librarians read aloud short stories and record them—all for our YouTube channel.

As far as the way the library responded, what is one thing you are most proud of? And what would you have done differently?

RASETTI: We have been successful at offering information on free online opportunities for people and families to enjoy together at home. We could have been better about pushing our digital lending service. And we could have done better with our Friends of the Library. We have an association of more than 500 people who have suspended their precious services of bringing books to seniors living at home and their service of reading aloud to people who cannot read on their own. We still ask our volunteers to call those people and spend half an hour with them, reading a story or reading a chapter of a book together.

We are working hard, but we are only at the beginning.

How has your library responded, Lisa?

ROSENBLUM: On February 29, when the first death occurred [in King County], we pulled out our business continuity plan—that's basically disaster planning in case of business interruption. I also got together our emergency response team; the leadership team started getting together every other day, and eventually daily, sometimes twice a day. We started letting the public know that we were going to do extra cleaning, which we did. We also posted in the library coronavirus fact sheets, updating them in different languages. We had a website right away, informing the public about what we were doing and what was going on in our community, so that they would have information they could rely on.

As days went by, the real issue was that we couldn't just close. We're public libraries; the last thing we ever want to do in a crisis is close. But [COVID-19] is a different animal. As much as we want to be open, this is a community health crisis and being open just didn't work. As the virus started to rage through our county, we closed programs that attracted more than

50 people, as the governor told us to do. Then we closed all events that would reach a crowd of more than 10 people. That was basically all the programs in our library, but we remained open.

The tipping point was when the governor ordered all schools closed on March 14; then we closed our libraries. Initially, we were going to close and staff were going to

report to work, but considering the governor and the county executive's plea for people to remain in their homes, I didn't think it prudent to make people come to work. Our staff are working at home.

How far out is your library planning right now? Are you just looking at the next several months? Are you going beyond that?

ROSENBLUM: We are always trying to anticipate the next step. When we initially started doing more cleaning, we said, "Okay, what if it's not working? What do we do next?" We're strongly discouraging returns of materials right now. We've stopped ordering physical books. Since we're not moving books around our system, there's no reason to order them, so we've moved a large amount of money—\$350,000—to purchasing digital books. We're doing online prerecorded storytimes, and we're increasing Tutor.com capacity to serve students online, presuming they have online access. We're also answering reference questions by mail, and we will soon have chat and phone capabilities.

We promoted our e-cards and saw a 389% increase in requests for them on March 18, 2020, compared to [the same date in] 2019. That's been a huge asset for us, that we already had e-cards in place. Our Wi-Fi remains on for people who are driving to our parking lots for access, and our librarians are preparing blogs and FAQs. And we're looking into online programming like book talks and book clubs. We suspended all active holds as well. We don't want anyone trying to access our library buildings right now. The governor has been clear about people staying at home, so we're trying to not create an attractive nuisance by having patrons come see us at this point. That's liable to change, so that's where we are right now.

Loren, as someone who is involved with community health, what's your perspective on the current situation and how it is affecting people?

Mc CLAIN: Responding to COVID-19 has taken an emotional toll on people, particularly if they witness suffering or experience personal harm to their well-being. People are moving from working in offices to telecommuting—that's a disruption to life as they know it. If exposed to or diagnosed with COVID-19, they may be separated from family and faced with a life-or-death situation.

People experience secondary traumatic stress reactions. For example, if a coworker or neighbor has a confirmed case of COVID-19, you can see how their situation is affecting them. The secondhand experience can be a state of traumatic stress. Secondary traumatic stress is just as valid as a firsthand experience, just as exposure to



Maria Stella Rasetti



Lisa Rosenblum

someone with COVID-19 is just as scary as confirming you have the virus yourself.

Everyone reacts differently to a stressful situation. What you find panic- or stress-inducing might be trivial to another person. Social distancing has changed life as we know it, as well. It's natural and understandable that it will take a toll on mental health. It's important to understand that your feelings are valid no matter what you feel. We do have some steadfast coping strategies to mitigate the negative response that you may have to isolation.

Many physical libraries have closed, but given that physical proximity is limited right now, even when libraries reopen, what strategies and tools might be available as virtual resources?

Mc CLAIN: Snapchat has announced the “Here for You” project to provide support for its users, which may be useful for libraries that use the app to engage certain demographics. “Here for You” sends users things for emotional and mental health crises, leading to relevant resources that can help people cope. Snapchat has also partnered with Active Minds, Because of You, Crisis Text Line, Seize the Awkward, YoungMinds, the Samaritans, and the Diana Award to provide content designed to address a variety of mental health concerns.

Learn More

All of the webinars in *American Libraries Live's* Libraries and COVID-19 series are available online:

- **Providing Virtual Services** (bit.ly/ALVirtualServices)
- **Using 3D Printing to Make Personal Protective Equipment** (bit.ly/AL3DPPE)
- **Considering Copyright during a Crisis, Part 1** (bit.ly/ALCopyrightCrisis)
- **Considering Copyright during a Crisis, Part 2** (bit.ly/ALCopyrightCrisis2) ●

online tools for kids; Varsity Tutors is connecting students with tools online and on demand.

Another resource I advocate for is the National Suicide Prevention Lifeline, because at some point, someone may go through a mental health crisis, and they may not know of any other options.

Build a support system and offer information. If you can, post to Facebook, Instagram, and your library's website, and send out email blasts to let your community know about online resources offered by the library or outside institutions. Audible, Libby, OverDrive, Hoopla, and ABCmouse are providing free

“We’re public libraries; the last thing we ever want to do in a crisis is close. But [COVID-19] is a different animal.”

LISA ROSENBLUM, executive director of King County (Wash.) Library System

Richard, you’re a librarian, but you’ve also written and taught extensively on mindfulness and organizational dysfunction. What is mindfulness, and how does it apply as a stress reduction tool?

MONIZ: *The Mindful Librarian: Connecting the Practice of Mindfulness to Librarianship* (Chandos Publishing, 2015) was the first book that my colleagues and I wrote about the subject. But one of the definitions I like is from the book *Fully Present: The Science, Art, and Practice of Mindfulness*, by Susan L. Smalley and Diana Winston (Da Capo Lifelong Books, 2010): “Mindfulness is the art of observing your physical, emotional, and mental experiences with deliberate and open curious attention.” That covers mindfulness in a nutshell, but really it boils down to just being present in the moment and not being fixated on the past and what could have been done differently. The most common practices associated with mindfulness are breathing meditations, loving-kindness meditation, walking meditation, mindful eating, and yoga in its various forms. Tai chi is another thing that people do related to mindfulness.



Richard Moniz

For those going to work onsite at a library, how can they use mindfulness both for their own advantage and for patrons?

MONIZ: Mindfulness emphasizes being present, and you have to be especially present when you're working with people now—being sure to not touch your face, for example. It may seem awkward, but it is necessary. I was in a meeting yesterday, and I noticed everyone was touching their faces. It's not going to be easy; you're going to have to stay very much in the present to be aware and safe. It is all experimental at this point. Try to be flexible and see what works. **AL**

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THE RAIN



Photo: ALA Archives (parade)

The ALA Gay and Lesbian Task Force marching in the 1992 San Francisco Pride parade.



BOW'S ARC

ALA's Rainbow Round Table
celebrates 50 years of pride

by Anne Ford

Fifty years ago, under the auspices of the American Library Association's Social Responsibilities Round Table, a small group of activists, librarians, and activist-librarians formed what was then known as the Task Force on Gay Liberation—the very first gay and lesbian caucus in any national professional organization.

In the decades that followed, the group's name changed periodically to reflect the evolving times, finally becoming known in 2019 as the Rainbow Round Table. But its mission—to serve the information needs of LGBTQIA+ library professionals as well as the information and access needs of the LGBTQIA+ community at large—has never faltered.

American Libraries spoke with 11 previous and current members of the group to gather their stories of LGBTQIA+ library life past and present. Pictured below, left to right:

MARTIN GARNAR, Intellectual Freedom Round Table–Gay, Lesbian, Bisexual, Transgender Round Table (GLBTRT) liaison, 2005–2011

CAL GOUGH, Gay and Lesbian Task Force (GLTF) clearinghouse coordinator, 1987–1989

ROLAND HANSEN, GLBTRT chair, 2013–2014

DALE McNEILL, GLBTRT cochair, 2009–2011

DEE MICHEL, GLTF cochair, 1986–1988

ANNE MOORE, GLBTRT chair, 2011–2012

MICHAEL MUNGIN, GLBTRT Reviews committee chair, 2018–2019

ANA ELISA DE CAMPOS SALLES, GLBTRT chair, 2018–2019

DEB SICA, GLBTRT Round Table chair, 2016–2017

ANN K. SYMONS, GLBTRT chair, 2014–2015

(NOT PICTURED) KAY LAHUSEN, photojournalist and partner of the late Barbara Gittings, Task Force on Gay Liberation/Gay Task Force/GLTF coordinator, 1972–1986



LGBTQIA+ youth have always turned to the library for information and support.

ANNE MOORE: I think I was 11 or 12 when I first realized I was attracted to women. There was nobody I could talk to; there weren't any role models. I think one of the first books I got was *Rubyfruit Jungle*. Thank God I didn't get *The Well of Loneliness*.

DALE McNEILL: When I was 18, I wrote to the university library in Ada, Oklahoma, which had a literal, physical bulletin board where you could ask the librarian a question. I asked, "What's a church that's cool with gay people?" They got answers from several pastors, of which only one said anything positive, so I went to church there.

DEB SICA: I was able to come out because of the library. I started with the *World Book*—I think I looked up "homosexuality." I was able to put definitions on what I was experiencing. You find the book that becomes a sanctuary and you're not alone, no matter how disenfranchised you might feel.

MICHAEL MUNGIN: As a gay black kid in the pre-*Will and Grace* era, I did not see myself represented in very many places. And I could find glimpses of what I could be in the materials that I found at the library, like *B-Boy Blues* by James Earl Hardy. I came to understand that those materials didn't show up in the library by accident—librarians were putting them there. I was like, "I want to be part of that system."

"That system," at least in an official sense, begins in 1970, at ALA's Annual Conference in Detroit. During a session of the Social Responsibilities Round Table (SRRT), librarian Israel Fishman proposes an official gay and lesbian caucus within ALA—the Task Force on Gay Liberation. Though not a librarian, activist Barbara Gittings soon joins the task force and becomes a major force in its growth.

KAY LAHUSEN: I met Barbara Gittings, my partner of 46 years, at a Daughters of Bilitis picnic in Rhode Island. Someone told her I was a cute little package and she should go after me.

There was a man who had a radio broadcast, *Homosexual News and Reviews*. He thought well of Barbara, and he said, "When I'm on vacation, why don't you handle the broadcast?" So she went to the station one day, and there was something in the mailbox—a notice of a meeting of librarians who were going to try to get a [gay and lesbian] organization going. Barbara thought, "This is for me because I love books; I love libraries."

I think most people just thought it was a kind of kooky group. They struggled along for a year or so, and Israel Fishman

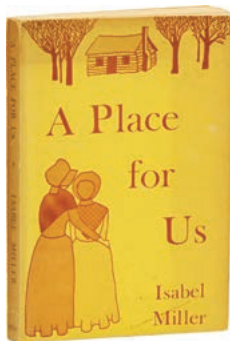


Members of the Task Force on Gay Liberation gather at the 1971 ALA Annual Conference in Dallas. From left: Steve Wolf, Israel Fishman, Michael McConnell, Jack Baker, unidentified, Barbara Gittings, Mary McKenney, unidentified (upper right).

realized he wasn't an organizer, so he asked Barbara if she would be the coordinator.

They said, "What can we do to get ourselves on the map in ALA?" Well, they came up with the idea to have a kissing booth. A gay kissing booth.

In 1971, at ALA's Annual Conference in Dallas, the new task force makes a splash with several actions, including the announcement of a book award (which will later become known as the Stonewall Book Award), its first formal program ("Sex and the Single Cataloger"), and a Hug-a-Homosexual booth in the exhibit hall. Along with signs reading **MEN ONLY** and **WOMEN ONLY**, the booth contains task force members ready to dispense hugs and kisses on request. No one takes them up on it, so Gittings and author Alma Routsong (winner of the task force's first book award) hug and kiss each other.



A Place for Us by Alma Routsong was the winner of the task force's first book award. It was originally published under the pen name Isabel Miller.

LAHUSEN: The place was packed. Many people couldn't imagine what gay people looked like, and they couldn't imagine they would kiss openly in public. One woman said, "Why on earth would they get all this publicity when we have all these famous authors here?" Barbara said, "I think she needs a new pair of glasses if she can't see why we had publicity." So that put us on the map.

The task force continues to hold its book award and other programs at Annual, including the 1975 "The Children's Hour: Must Gay Be Grim



Barbara Gittings and author Alma Routsong kiss each other at the Task Force on Gay Liberation's Hug-a-Homosexual booth in the exhibit hall at ALA's 1971 Annual Conference in Dallas.



for Jane and Jim?"; distributes bibliographies of gay and lesbian titles; changes its name to the Gay Task Force; and successfully lobbies ALA Council to adopt resolutions affirming support of equal employment opportunities for gay and lesbian library workers.

McNEILL: When I was in college in 1979, I went to the library and looked in the *Encyclopedia of Associations* to see if there was any gay profession. I was a bold child. The Gay Task Force of the ALA was listed—I think it was Barbara Gittings's home address. I wrote to whatever address it was, and Barbara replied, telling me why she thought being a librarian would be a good career choice. It seemed perfectly rational to me. I got my undergraduate degree in education, and then I thought, "Well, I think I'll see if I can get this master's degree in library science that Barbara suggested."

By 1985, the task force has grown large enough that the need for more structure is evident.

DEE MICHEL: [Originally] Barbara ran the task force completely herself. I waged a battle with her to make it more participatory and democratic. She was a force of nature. A lot of the people from that era were very tough, which you had to be to survive.

ROLAND HANSEN: She was a real go-getter and wouldn't take guff from anybody. Very tenacious, and very caring too. It's not that we didn't like what she was doing, but the task force was getting bigger and bigger, and it needed some organizing.

MICHEL: She let me put on a program [at the 1985 Annual Conference] called "What Do We Want—from Each Other, from ALA, from the World?" There was a huge number of people. I said, "What's your vision for the task force?"

Part of the vision was to have a male and a female cochair. A lot of groups at that point were having male and female cochairs as a way to ensure representation. [In 1986], I became the first male cochair. Barbara didn't want to run, so she stepped down. Ellen Greenblatt was the female cochair.

Also in 1986, the task force changes its name to the Gay and Lesbian Task Force and sees its book award recognized as an official ALA award.

CAL GOUGH: That was the first time I had been to Annual. I had no idea that that conference would be so exciting. This was a weekend that's never been surpassed. And that was because I met so many more gay people than I expected to meet. That's when I met Ellen Greenblatt, and that resulted four years later

in the book she and I coedited, *Gay and Lesbian Library Service*, which was the first book like that in the world.

I spent the next 10 years working on publications that we could disseminate through the task force. I didn't want all this knowledge about how to better serve gay and lesbian library users to be restricted to such a small group of activist librarians; I wanted it to be available to anybody. We ended up with 50 or so publications that people could get through the mail—a directory of gay and lesbian librarians so that people could find their counterparts in their parts of the country, a directory of gay and lesbian professional organizations, things like that.

During the 1988 ALA Annual Conference in New Orleans, the task force holds a program titled "Positively Out: Gay and Lesbian Librarians in the Workplace." Moore remembers what it was like to be a lesbian library worker in those days.

MOORE: It wasn't welcoming at all. If you said in 1984, "I bought a house with my girlfriend," there was just this silence. It was like your life didn't have meaning. I was working with a lot of women my age going through life events like getting engaged, getting married, getting pregnant. And you're totally outside that. What do I talk about, sports?

One of the first people I was out to in my job was this woman who was going through a divorce. One day I said, "I have

something to tell you.” She said, “Yeah, I’ve been telling you a lot; feel free to tell me anything.” So I came out to her, and she was totally cool with it. It changed my life.

McNEILL: One thing that was really useful in the beginning was [advice on] how to be out at work. I know I got some advice to make sure to put on my résumé: “Member, ALA Gay Liberation Task Force.” I was just determined, “I’m not going to go to some library, and then they’re going to find out I’m gay after I get there, and that’s going to become an issue.” I’m just going to spell it right out.

When the children’s book *Daddy’s Roommate* is published in 1990, it becomes a lightning rod for antigay activists. Ann K. Symons, who later serves as 1998–1999 ALA president and 2014–2015 chair of GLBTRT, remembers dealing with a book challenge around it.

ANN K. SYMONS: In the early 1990s, I defended a book challenge in our school district, where I was a high school librarian. One of our librarians wanted to buy *Daddy’s Roommate* because she felt there was a need in that school. She also knew she would be fired if she put it in the library. So she asked me for advice. I said, “This is how we’re gonna do it. What we need to do is have every single library [in the district] buy the books so that nobody can pinpoint one librarian.”

The next thing I knew, the superintendent called me in. I went to his office, and he had the books, and the offending pages were marked with yellow stickies. I wasn’t going to have a discussion with him. I just picked up the books and said, “Oh, that’s where our books are, thank you,” and walked out.

Another controversy hits even closer to home: In 1992, *American Libraries*’ July/August cover features a photograph of Gay and Lesbian Task Force members marching in the San Francisco Pride parade.

McNEILL: There were some really hateful letters that were published and opinions that were stated.

MARTIN GARNAR: Some commenters accused *American Libraries* of glorifying homosexuality.

Among the many letters to the editor that followed were statements such as: “I am disgusted, appalled, and nauseated to see my professional organization supporting a sexually perverse movement”; “I wanted to puke!”; and “The gay and lesbian issue ... has nothing whatsoever to do with the library profession. And the library profession should have absolutely nothing to do with it.”

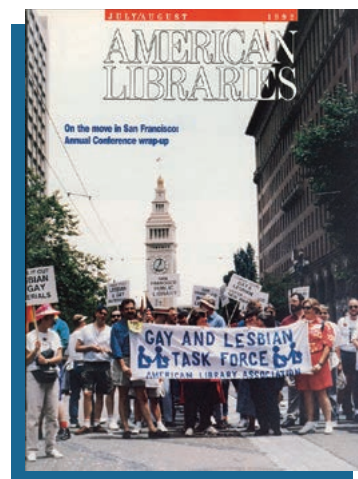
But so were statements like: “I have nothing but praise for ALA’s ongoing commitment to defending the rights of all people”; “I felt pleased that my professional association chose such a happy, celebratory photograph”; and “I became a librarian because I wanted to serve the information needs of all people, including gays and lesbians.”

McNEILL: For me and for so many other people, to see that picture on the cover of *American Libraries* was to feel seen.

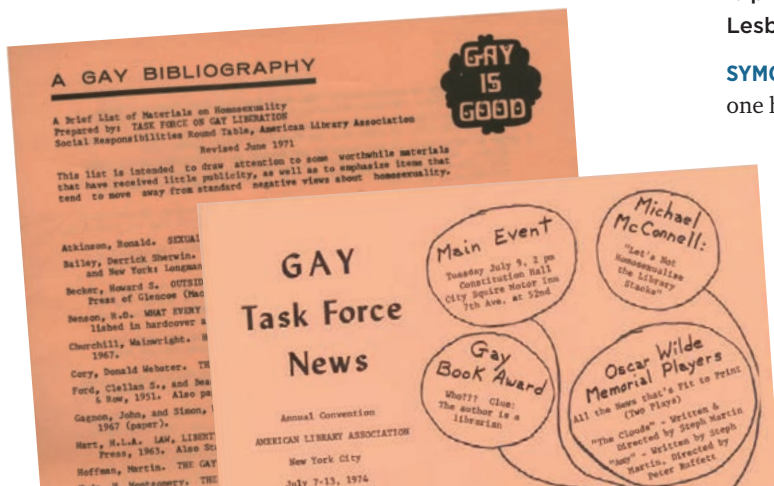
In 1995, the task force changes its name to the Gay, Lesbian, and Bisexual Task Force (GLBTF). Just four years later, it is promoted to round table status and becomes the Gay, Lesbian, Bisexual, Transgender Round Table of the ALA.

SYMONS: I remember at the Newbery-Caldecott Banquet, someone had written remarks for me, and I remember sitting there thinking, “Nobody’s written remarks for what I’m going to say tomorrow at the gay task force event.” So I took those remarks and I personalized them to the gay task force, and I went. Later I realized I was the first ALA president ever who had come and taken notice of what they were doing.

Publications from the Task Force on Gay Liberation include the June 1971 version of *A Gay Bibliography* and the July 1974 edition of *Gay Task Force News*.



American Libraries’ July/August 1992 cover featured a photograph of Gay and Lesbian Task Force members marching in the San Francisco Pride parade.



“Especially in the current political climate, it’s always comforting to have a place where you can walk into the room and know you are loved for who you are.”

MARTIN GARNAR

Intellectual Freedom Round Table–Gay, Lesbian, Bisexual, Transgender Round Table liaison, 2005–2011

still a lot of hostility and hatred that we need to confront. And looking back on it, that’s what motivated me to start the name change process.

GLBTRT members ask: Is it time to change the round table’s name again?


SICA: Every time the name came up, there would be all kinds of conversations like, “Why is the G first?” Our understanding of gender expression and sexual orientation has evolved in so many ways, so it was time to think about: What does inclusivity look like? We went through many conversations, especially about the Q. Was [queer] a reclaimed term or still a term of hatred? We had more than three years of conversation around that.

ANA ELISA DE CAMPOS SALLES: According to ALA rules for name changes, we needed to have two different round table boards vote on this. We sent out surveys to get as much feedback from membership as possible. How did they feel about possibly extending our alphabet soup of a name to additional letters? Or did they want something more emblematic? The one that came out on top was Rainbow Round Table.

Five years after same-sex marriage was legalized in all 50 states, and 50 years after the Gay Task Force came into being, is there still a need for a LGBTQIA+ group within ALA?

MUNGIN: Maybe five years ago we might’ve been able to envision this committee becoming redundant. Since the 2016 [US presidential] election, we are having to work on some fundamental things that maybe we thought we were past. Homophobia is creeping up in all kinds of ways. I think the round table’s work is nowhere near finished.

GARNAR: There still are times where LGBTQIA+ folks deal with microaggressions, deal with outright oppression. Especially in the current political climate, it’s always comforting to have a place where you can walk into the room and know you are loved for who you are.

SICA: The emergence of drag queen storytime has proven how much residual hate and resistance continues. We’re still in a position where we have to protect titles for access. We have lots of states where it’s legal to discriminate for employment. Marriage equality passed, but we don’t have employment protection. There are so many places where you can come out and be fired. We’ve got 50 years behind us, and we’ve got 50 years ahead of us, too. 



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

McNEILL: I remember thinking, “This is a little different, that the ALA president even knows where this event is. How the heck did that happen?”

After Symons completes her term as ALA president, she retires and lives in Russia for several years.

SYMONS: When I came back from Russia, I came back to ALA to see my friends. I didn’t have anything to do in ALA, so I thought, “I wonder if I could run for the GLBTRT board.” So I sat there at the meeting, and at the end of the meeting, three friends came and said, “Would you run for chair?” I said, “Well, yeah, I’ll run for chair, but do you feel comfortable knowing that I would be your first-ever straight chair?” And they said, “Absolutely.”

I spent three years on the board, and then I was the GLBTRT Councilor and spent three years on Council, during which the most significant issue was gender-neutral restrooms at conference. A few of the members early on took it upon themselves to just make hand-printed signs and change the restrooms into gender-neutral restrooms. Ultimately we passed a resolution in Council requiring a certain percentage of restrooms to be gender-neutral at all of our conferences.

The murder of 49 people at Pulse, a gay nightclub in Orlando, Florida, less than two weeks before the 2016 ALA Annual Conference in the same city, leaves many reeling, not least the GLBTRT.

SICA: I was incoming chair when the Pulse tragedy happened. That was one of the culminating moments for me about how important what we do is. People were asking us, “Was it safe? Should we go? Would we have heightened security?” We had to make some decisions. Would we be fear-based in our response, or did we rally the troops and say, “This is not going to stop us”? We had to take the high road to say, “This is going to motivate us.”

We had a couple of trips to the [shooting] site, and it felt like hallowed ground. That was a morbid reminder that there’s

What the Future Holds

Library thinkers on the most exciting
technology and noteworthy trends

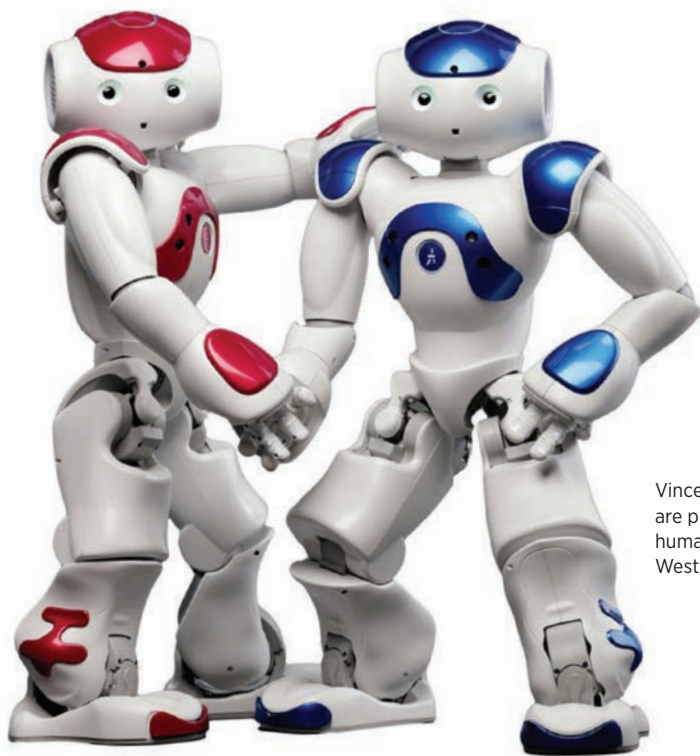
EDITED BY Carrie Smith

The world is changing rapidly: socially, technologically, and ecologically. Even while the “tech backlash” phenomenon is making headlines, libraries must still anticipate and adapt to digital advances and larger societal developments. How will these technological choices align with and advance libraries’ core values, such as access, privacy, and intellectual freedom? It’s a time to consider both short-term and long-term trends—the changes that have already begun as well as those that lie ahead.

Here we offer insights and predictions from five library thinkers who shared their perspec-

tives at the Symposium on the Future of Libraries during the American Library Association’s (ALA) 2020 Midwinter Meeting & Exhibits. From

core values such as privacy and sustainability to more novel innovations such as the use of robots, we explore what the future might hold.



Vincent (left) and Nancy are programmable humanoid NAO robots at Westport (Conn.) Library.

Photo: Aldebaran Robotics

Libby the Librarian greets students at University of Pretoria Libraries in South Africa.



Robots // Bohyun Kim

ROBOTS ARE NOT YET COMMON AT LIBRARIES, BUT THEY ARE BEING PILOTED FOR A VARIETY OF PURPOSES. For example, many large libraries now use a robotic system to store and retrieve materials. Robots are also used for shelf-reading and inventory management.

Recently, libraries have started providing access to robots and robot-related STEM education programs. For example, Westport (Conn.) Library provides trainings for its two programmable humanoid NAO robots, and Chicago Public Library lends small, mobile Finch robots. The Artificial Intelligence (AI) Lab at University of Rhode Island Libraries holds weekly “robot hours” during which students learn to control and program robots.



Bohyun Kim

Some aspects of library work are more likely to benefit from robots than others. For example, libraries can use social robots to greet visitors and answer directional questions. University of Pretoria Libraries in South Africa has a robot named Libby that already performs such tasks. As robots gain more advanced features, such as identifying and reshelving misfiled books, they will become useful for library access services.

Robots can also help with reference requests, particularly with simple questions. These robots can take the form of online chatbots. University of Oklahoma Libraries is experimenting with Alexa, Amazon’s virtual assistant, to provide basic reference services. Similarly, robots can be used to perform readers’ advisory, and children’s librarians may find reading robots useful.

When robots directly interact with library patrons and staff, safety may be a concern. However, interacting with robots can enhance those relationships. As AI technology advances, more sophisticated, versatile, and autonomous robots are likely to enter our homes, workplaces, and libraries. No one fully understands how the wide adoption of robots will affect us—but it will certainly generate a lot of interesting questions.

Bohyun Kim is chief technology officer and associate professor at University of Rhode Island Libraries.

Sustainability // Matthew Bollerman

IMAGINE THAT ALL OVER THE WORLD, COASTS AND OTHER LOW-LYING AREAS ARE BEING ERODED, FLOODED, AND EVEN SUBMERGED. All aspects of food security, including food access and price stability, have been compromised. Civil wars and intergroup violence are raging, fueled by spikes in poverty and other economic shocks.

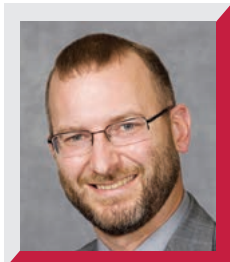


“By asking three questions when making any given decision—Is it environmentally sound? Is it economically feasible? Is it socially equitable?—we can make sure that we are helping our communities.”

MATTHEW BOLLERMAN, chief executive officer of Hauppauge (N.Y.) Public Library

Sound like scenarios from a zombie TV series or a thriller movie? Instead, they’re predictions from the latest report of the Intergovernmental Panel on Climate Change (IPCC), the United Nations body tasked with assessing climate-change science.

Can libraries help mitigate the likelihood of these predictions coming true? The IPCC report suggests that forming local partnerships, recognizing and valuing diversity, and



Matthew Bollerman

helping all voices be heard are key to surviving the new climate humans have created. These are completely in line with the values, history, and mission of our institutions. Solutions will require local choices, local efforts, and local coordination.

Last year, ALA adopted sustainability as a core value. As the profession decides how to embody that value, library conferences are beginning to encourage participants to offset their carbon for travel, and library schools are considering integrating sustainability into their curricula.

By asking three questions when making any given decision—Is it environmentally sound? Is it economically feasible? Is it socially equitable?—we can make sure we are helping our communities. Libraries should use this “triple bottom-line” framework for all decisions regarding operations and services. The Sustainable Libraries Initiative offers tools for library staff to document progress on a number of environmental, social, and fiscal goals. At nearby Lindenhurst (N.Y.) Memorial Library, one of the first libraries to achieve the Sustainable Libraries Certification, library staff have committed to the triple bottom-line in many ways:

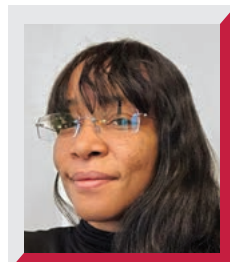
a 73-kilowatt solar panel array is scheduled to be installed on the library’s roof, electric vehicle chargers are being added to the parking lots, and custodial staff have switched to green cleaning products and organic lawn care for the grounds and community library vegetable garden.

Matthew Bollerman is chief executive officer of Hauppauge (N.Y.) Public Library.

Virtual reality // Felicia A. Smith

VIRTUAL REALITY (VR) HAS THE POTENTIAL TO REVOLUTIONIZE LIBRARY INSTRUCTION. How? By using immersive, real-life scenarios to demonstrate to students how they already use information literacy skills every day. While traditional information literacy instruction is lecture-based and jargon-filled, VR enables more active learning.

For example, a student could participate in a real-life scenario through VR technology and asked to choose the



Felicia A. Smith

safer option: being asked to accept an opened beverage by a stranger on the street, or seeking treatment as an emergency-room patient and being urged by a nurse to swallow some pills with water. These scenarios require students to critically evaluate the credibility of the person offering a substance.

In the next exercise, students would be presented with a scenario in which they have to choose which is more credible: an anonymous post on the internet, or a peer-reviewed article from a scholarly journal. It’s easy to see



how the reflexive assessment required in the first scenario mirrors the type of information literacy skills required in the second.

Unfortunately, development and production costs for VR content are high, ranging from \$44,000 to \$79,000 or even as much as \$500,000. Additionally, research about the use of VR in academic library orientations and one-shot instructional workshops is lacking. It's difficult to show how effective mixed, virtual, or augmented reality instruction could be. That difficulty largely stems from the lack of research into these technologies, since they're relatively new. However, reports on the effects of interactive computer games and simulations have found statistically significant positive impacts on learning outcomes.

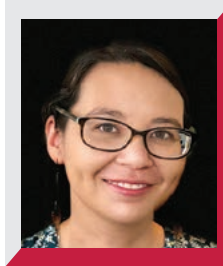
Felicia A. Smith is head of learning and outreach at Stanford University Libraries in Palo Alto, California.

Confronting data bias // Elisa Rodrigues

EVERYONE SHOULD REGULARLY REEVALUATE THEIR RELATIONSHIPS WITH TECHNOLOGY. Data is constantly being collected around us; most modern technology packages surveillance and marketing research as fun toys and convenient tools. Conglomerate mergers, as well as lack of competition and regulation, have created a very small market with a loose, subpar standard of user data privacy. That goes for the largest technology companies as well as smaller companies like library vendors.

Digital privacy violations more adversely affect economically and socially disadvantaged groups. For example, identity theft is painful for everyone but can devastate the

lives of low-income people who lack the resources to deal with its fallout. Additionally, personal and behavioral data sets collected by third-party technology companies are frequently treated as commodities. We say privacy is



Elisa Rodrigues

a core value, but when libraries partner with third parties that share data that may later be used to deport people from the US—do we really want to contribute to that? Misuse of data sets has the potential to further fuel data-driven discrimination that disproportionately affects marginalized groups. We even see this when crime reporting and

policing data from cities' open data portals is published without context. Biased historical practices, embedded in these numbers, created the status quo that allows black and brown communities to be over-policed today and continually put at a disadvantage.

As libraries seek to improve their services or secure funding, they may feel pressured to collect data in-house to make a persuasive case. However, such data must be collected critically, especially that pertaining to underrepresented communities. Many times, data collection can put the privacy of these groups at higher risk simply by exposing a lack of representation, making individuals identifiable. To protect vulnerable populations, libraries must ensure that data is collected ethically, stored securely, and anonymized. Or consider not collecting patron data at all. Data is constantly being breached and compromised. For example, ransomware attacks on libraries and government systems are increasingly common, and even big corporations are being hacked.

“Yes, technology connects us to people and resources, but unmediated technology implementation upholds the status quo and hurts the most marginalized.”



ELISA RODRIGUES, systems library assistant at University of San Francisco

Yes, technology connects us to people and resources, but unmediated technology implementation upholds the status quo and hurts the most marginalized. There are several resources that can help people assess technology through the lens of library ethics, including the LITA Guides *Protecting Patron Privacy* (Rowman & Littlefield, 2017) and *Library Technology Planning for Today and Tomorrow* (2018), and the National Information Standards Organization's Privacy Principles. ALA's Office for Intellectual Freedom has great resources on its website and will be releasing its *Privacy Field Guides for Libraries*, which are full of hands-on techniques and checklists. Every library should adjust these resources to best suit its community's needs. We can acknowledge how pervasive technology has become while rejecting the trend of constant surveillance that harms the communities we serve.

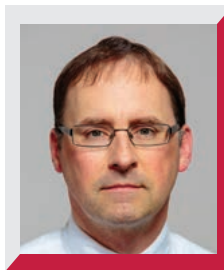
Elisa Rodrigues is systems library assistant at University of San Francisco.

Privacy service // Peter McCracken

MANY E-RESOURCES VENDORS COLLECT PERSONALLY IDENTIFIABLE DATA ABOUT OUR PATRONS. Some content providers just want to be assured that users are appropriately affiliated with a subscribing institution. Others, though, view our patrons as valuable revenue streams and do all they can to monetize their interactions with them. At Cornell University Library, we spend about 70% of our collections budget on electronic resources, yet vendors who exploit data collection seldom change their behavior based on our objections.

We are developing a multifaceted campaign, aimed at our community and beyond, that focuses on the concept

of a “privacy service.” One arm of this campaign will warn patrons when our content vendors display bad privacy behavior. We want to indicate our assessment of vendors’ behavior regarding personal data via a red/yellow/green indicator in the library catalog and at any other access



Peter McCracken

point to e-resources, to give users a sense of how secure their personal information will be with a given vendor.

For example, does the vendor require users to create a service-specific account? (We do not object to vendors who offer additional functionality through an optional user account.) Do they require that the user agree to a click-through license? (These are especially egregious, as the controlling contract is between the vendor and the university, not the vendor and the user.) Do they use browser fingerprinting? Do they offer the ability to delete user data, and do they follow through on deletion requests?

Beyond our libraries, we want to create a shared and open evaluation system in which any vendor can see why we have scored them as we have, and any library can contribute to or use the data as it sees fit. While it's common to argue that individuals are responsible for the protection of their own data, this is unreasonable and impractical. One individual cannot force an organization to respect their right to data privacy. We must change this paradigm and shift the focus to collective action. Working with other libraries, vendors, organizations, and privacy advocates, we can ensure data privacy for all.

Peter McCracken is acquisitions and e-resources strategy librarian at Cornell University in Ithaca, New York. AL

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NARCAN OR NO?

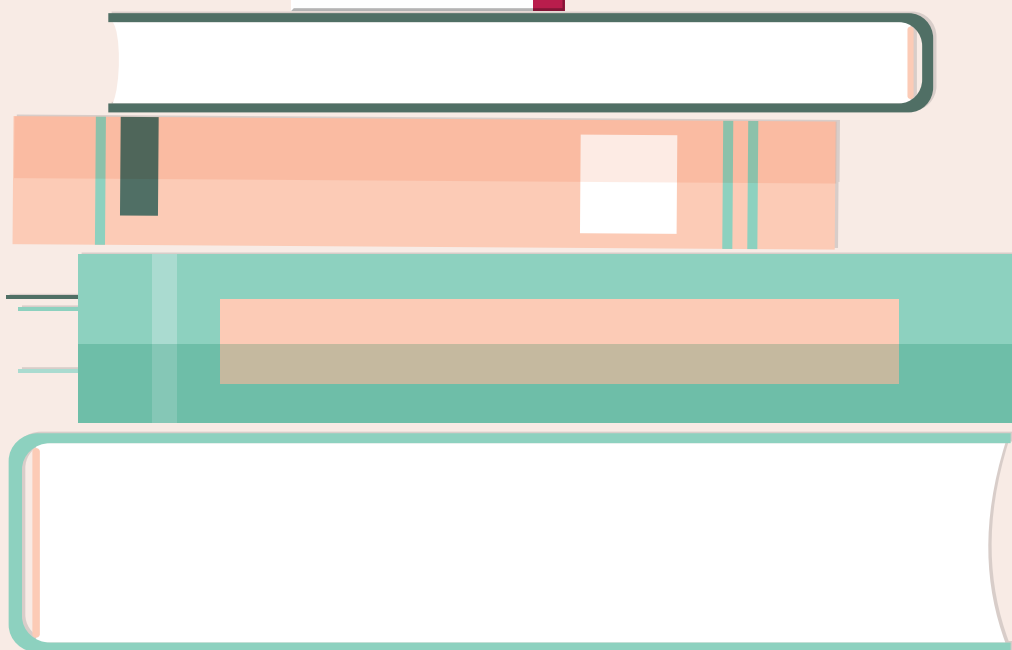
Several years into the opioid crisis, public librarians reflect on whether to stock free naloxone

BY Anne Ford

If your library were offered two chances to save a life, would it take them?

The response might seem like an obvious “yes.” But for many public libraries the answer is more nuanced.

In October 2018, Emergent BioSolutions, the company that manufactures the opioid overdose reversal drug Narcan (generic name: naloxone), issued a press release offering two free doses of Narcan to every public library and YMCA in the US.



“The Philadelphia librarians were the ones that inspired us, because they were having people overdosing on their front lawn,” says Thom Duddy, who until mid-March was vice president of communications for Emergent BioSolutions.

He’s referring to the Free Library of Philadelphia’s McPherson Square branch, whose experience administering naloxone to multiple overdose victims was widely reported by national media in 2017.

That was the year that public libraries’ efforts to address the opioid overdose epidemic stepped into the spotlight. Since then, those efforts have been covered by *American Libraries* (Sept./Oct. 2017, p. 44) as well as in the 2019 OCLC–Public Library Association report *Call to Action: Public Libraries and the Opioid Crisis* (bit.ly/OCLC-PLAstudy). Of the eight public libraries profiled in the report’s supplementary case studies, six of them report stocking Narcan and training staff in its use.

Still, response to Emergent BioSolutions’ offer of free Narcan has been “lighter than we anticipated,” Duddy says. Of the 16,568 individual central and branch library buildings in the country, only about 357, or 2.2%, have accepted.

Some may find the meager response especially surprising given that the company is offering the nasal-spray form of the drug, rather than the potentially more intimidating injectable version.

“I think some libraries are concerned about liability, even though most states have Good Samaritan laws around naloxone,” Duddy says. “And I think some people feel there’s not an [opioid overdose] issue where their library is located.”

The libraries to which *American Libraries* spoke cited different reasons for not seeking the free Narcan.

MULTIPLE SUPPLIERS

“Heroin has been a problem in our community for a long time,” says Amy Grasmick, director of Kimball Public Library (KPL) in Randolph, Vermont. “We are close to the local hospital but not terribly close to the ambulance dispatch, and we really feel like the responsible thing to do is to be prepared if we see a patron who is potentially overdosing. We acquired Narcan in the summer of 2018, before Emergent BioSolutions made its plan known. Thankfully, we have not had to use it.”

And if “we have a terrible day and do end up using a dose of Narcan,” she says, “it’s a pretty simple matter for us to drive up the street and restock.” That’s because the Vermont Department of Health has partnered with community-based organizations (such as behavioral health service providers and addiction recovery centers) to distribute overdose rescue kits that contain naloxone.

Grasmick is grateful that free Narcan is available, wherever it comes from: “When my board first directed me to get naloxone and train the staff, my first stop was the pharmacy, and out of pocket we would have been paying nearly \$100 for Narcan. I thought that was an unacceptable cost. I’m grateful the state has opted to make it available as a matter of public health.”

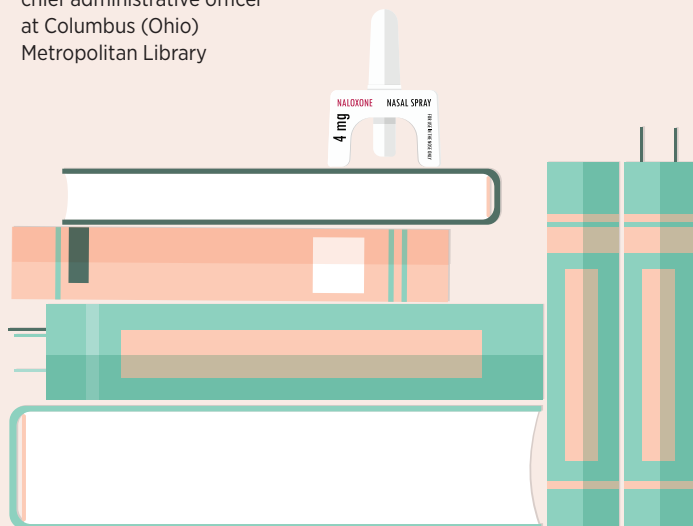
Like KPL, Peoria (Ill.) Public Library (PPL) did not accept Emergent BioSolutions’ offer because it had already been able to access free Narcan elsewhere.

In May 2017, says PPL Deputy Director Roberta Koscielski, the library held overdose response



“We are thinking that having trained professionals who can get there quickly is the better alternative for us.”

CHARLIE HANSEN,
chief administrative officer
at Columbus (Ohio)
Metropolitan Library



training for library staff, during which a nurse educator from Peoria’s Bradley University gave PPL supplies of injectable Narcan for its main location and each of its four branches.

More recently, thanks to the Peoria-based Jolt Foundation, an organization that provides harm reduction services for drug users, PPL has acquired the nasal-spray form of Narcan as well.

Also like KPL, Peoria librarians have not had to administer Narcan yet. However, PPL has had three onsite overdoses, to which emergency responders arrived so quickly that assistance from library staff was not necessary, Koscielski says.

EMPHASIZING PREVENTIVE MEASURES

And then there are the libraries that have opted not to stock Narcan at all, wherever it comes from.

Columbus (Ohio) Metropolitan Library has made what Chief Administrative Officer Charlie Hansen calls a “conscious decision” not to keep the drug on hand. First, he says, there’s staff safety to consider.

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“One of the things we’ve been aware of is the tendency for people who are revived using Narcan to be in an agitated or belligerent state,” Hansen says. (Emergent BioSolutions says that Narcan can cause sudden opioid withdrawal symptoms including nervousness, restlessness, and irritability.) “We are thinking that having trained professionals who can get there quickly is the better alternative for us. What we’ve experienced here is relatively quick response from EMTs.”

“The other thing we try to do,” he adds, “is take a lot of steps to get out ahead of drug use. We’ve retrofitted older buildings with lower shelf heights for better visibility, we use airport-style bathrooms with no door, and in some locations, we’ve started locking restrooms. And we made a big investment in our security team, so we’ve got a lot of in-house officers.”

Despite those measures, onsite overdoses do “happen from time to time,” he says. “I can’t give specific numbers.”

‘PEACE OF MIND’

For at least one of the public libraries that has obtained free Narcan from Emergent BioSolutions,

the offer has been something of a lifesaver—figuratively if not yet literally.

Dana Dillard, safety and security manager for Indianapolis Public Library (IPL), isn’t sure where the system obtained its previous supply of Narcan, which was due to expire around the time that Emergent BioSolutions made its offer.

“I looked around online to see where we could order it; I figured we’d have to pay for it,” she says. “I ran across Emergent online. I was thrilled because we don’t have a lot of extra funds lying around.”

IPL has 24 locations, and Emergent BioSolutions provided two doses for each location, plus two doses for each of the six floors of the central library building, she says.

Overdosing patrons are not uncommon at IPL, she adds. And while first responders are generally able to arrive quickly, “we really like having Narcan for the peace of mind.” **AL**



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



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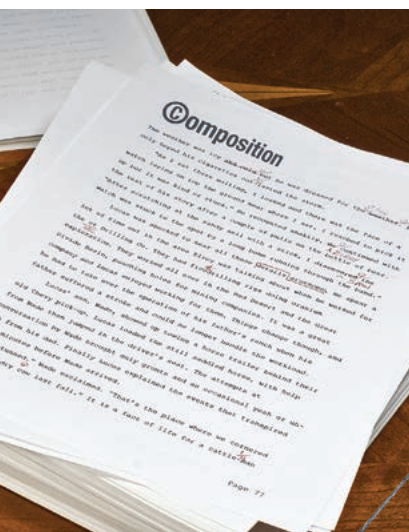
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Hooking Your Audience on COPYRIGHT

Advice for sparking students' interest

by Laura Quilter

All of us who teach copyright have been confronted with a person who says sheepishly, “I know I should know about copyright. I’m probably doing everything wrong and could go to jail!” This rueful self-declaration is really a way of saying, “Copyright has never been important to me, and I don’t take it seriously.” But those of us who teach copyright know that it’s both important and exciting—we just need to communicate that.



The trick is to find the right hook for the right audience. “Finding the hook” means analyzing the audience in order to understand its interests and perspectives, and then figuring out what take-home points will meet those interests. This requires looking at what is distinctive about a particular class of students, as well as remembering what almost all students (copyright laypeople) have in common.

First, everyone is a copyright holder. Copyright is literally everywhere, which means that everybody has some skin in the game. They just need to know it. The second thing that most (not all) people have in common is a lack of awareness or concern about copyright. Most people aren’t aware that they own copyright, or use copyright, or should care about copyright. A key challenge, therefore, is to find the copyright connections that will get people to care about copyright at all.

Copyright anecdotes to shock the conscience

Moral outrage can sometimes do the trick, and tying moral outrage to situations familiar to the student is helpful. This is just a sampling, and copyright educators can readily find additional examples online. TechDirt (techdirt.com) is one reliable source of horrifying abuses and absurdities within copyright, and the more you teach copyright, the more students will share with you their own copyright nightmares.

Academic research and the need for open access. Diego Gómez, a Colombian researcher, faced up to eight years in prison for uploading another scientist’s 2006 thesis on Scribd.



This is an excerpt from *Coaching Copyright*, edited by Kevin L. Smith and Erin L. Ellis (ALA Editions, 2020).

Although he was found innocent in 2017, the prosecutor in the case planned to appeal.

The use of scholarly content for teaching. Georgia State University (GSU) and Delhi University have both been sued by academic publishers to stop them from providing access to information. The GSU case is, at the time of writing, still being litigated 10 years on, and instructors were placed on the stand during the trial to discuss their uses of copyrighted works in instruction.

Music file-sharing and outrageous damages. Jammie Thomas-Rasset and Joel Tenenbaum were both “made an example of” by music industry litigation, with multimillion-dollar judgments for sharing a small number of songs.

These examples are not useful as “scared straight” anecdotes to discourage file-sharing or downloading—marquee punishment typically does not have a deterrent effect. But, they are attention-grabbing and can open conversations about fairness and economic rationality.

Copyright takedowns as censorship. In *Online Policy Group v. Diebold, Inc.* (2004), a voting machine company’s

The snapshots
on your phone
are copyrighted
until 70 years
after your death.



internal memos were leaked; the memos documented voting machine vulnerabilities, and Diebold tried to prevent this information from being disseminated by sending copyright takedown notices. Although the court found this to be a clear instance of fair use, numerous individuals and institutions suffered the stress of receiving legal notices. Many other examples of takedown notices are available at lumendatabase.org (formerly known as chillingeffects.org). These examples are helpful in discussing the ease of obtaining copyright and the potential for misuse; they also facilitate conversations about fair use and counter-notices.

Negotiating permission requests for all future uses. All too often authors fail to get enough permissions when they request permission to use images or other works in their own scholarship. The story of how copyright issues related to film, photo, and music footage licensing blocked the rebroadcast of *Eyes on the Prize*, a famous 1987 television documentary series about the civil rights movement, is a useful cautionary tale that will affect many adults.

Permissions absurdities. In 2012, Pearson published and sold an art history textbook for \$180—with no pictures of art! The company cited the difficulties and expense of licensing the art, some of which was actually in the public domain. In addition to licensing and permissions, this anecdote can also usefully start conversations about open education, public domain, and fair use.

Negotiating your publishing agreements. In my work, I have seen outrageous copyright situations that would have been prevented if authors had negotiated their publishing agreements. In one situation, a junior faculty member's

journal publisher sought to charge her \$500 to republish a figure from her own paper. In another instance, a graduate student's publication agreement described the paper as a work for hire of the publisher, with no rights to include his paper in his dissertation.

Academic publishers targeting faculty authors. Every so often, an academic publisher decides to crack down on the common practice of faculty posting their papers on their personal websites. Elsevier did it in 2013, the American Society of Civil Engineers did it in 2014, and other publishers and professional societies have done it since. These are excellent teaching moments for faculty, because they afford an opportunity to discuss conventional copyright transfers in publication agreements, as well as open access and the shifts in the academic publishing world. Moreover, they involve counter-notices and the importance of keeping documentation.

Universal topics in copyright

Copyright educators will find the following topics relevant for audiences across a variety of situations.

YouTube channel management. Surprising numbers of people manage their own video channels—everyone from young people who post music covers or instructional videos, to communications or administrative staff who post promotional videos, to instructors and faculty who use YouTube, Vimeo, or similar online streaming sites for educational purposes. You can pique someone's interest by discussing the mechanism for taking down videos or monetizing them; what kinds of background music can get content-flagged or not; and how to respond and challenge a finding of copyright infringement.

Photo: © Adobe Stock

Creative Commons. Whether people are using others' content or trying to figure out how to disseminate their own content, understanding Creative Commons (CC) licensing is broadly useful. Producers of content of all sorts—amateurs and professionals—need to locate and use openly available content, whether stock photos, clip art, illustrations, or music and sound effects. Instructors can talk about locating CC content in search engines. This is a win for librarians, since it offers the opportunity to connect to advanced searching and facets in other contexts, as well.

Contract and licensing negotiation. Understanding how contracts work is generally useful information even outside of copyright work, and thus provides a hook to almost everyone. Almost all adults, and many young people, have signed a lease or a mortgage, taken or given a loan, hired someone for a job or been hired, or purchased or sold something. Each of these actions involves the basic contractual elements that underpin publishing and other transactions around copyrighted works, including, crucially, negotiation.

Questions to consider

It's always helpful to have some key questions to start a class and get the mood for discussion flowing. Some useful questions include:

How many of you are copyright holders? This can start a conversation about the ubiquity of copyright. It is also particularly useful for professional creators to understand that they don't have to register to have a copyright. This invites a conversation about when copyright registration is useful (sometimes) and when copyright notice is useful (almost always). An instructor can also open conversations about the absurdity of copyright by connecting the ubiquity of copyright to the length of the copyright term. Yes, the snapshots on your phone are copyrighted until 70 years after your death!

What questions, problems, or concerns do you have about copyright? In any group under two dozen or so, you can just go around the room and generate a marvelous list of topics to cover. With a little practice, these topics can be grouped into a few common subsets, and an instructor should be prepared beforehand to deal with the common subsets of questions, as well as be responsive to and interact with the audience's immediate concerns. After running this exercise a few times with similar audiences, an instructor will have a feel for the kinds of questions that keep coming up, and what groupings they want to use.

What kinds of things can be "intellectual property" (or copyrighted)? In business schools or with members of the public, there are often people who are confused about

trademark, patent, and copyright. This open-ended question generates lists of trademarks, movies, books, music, inventions, and so on. You can then easily drill down into what is copyrightable and what isn't, how long copyright terms are, and various exceptions and limitations, while constructing a logical framework for the students to understand copyright broadly.

Useful exercises

In addition to discussions and lectures, providing exercises for students during longer classes is often very helpful. A few simple exercises include:

A list of hypotheticals. Depending on the topic and audience, hypotheticals can be in the form of a list of problem situations, where the audience spots the problem, figures out the solution, or both. For instance, you can offer a set of hypotheticals where the students assess whether to apply fair use or another statutory exception, like subsection 110(1) (classroom performances).

Analyze a contract or a selection of contract clauses. Giving people the opportunity to read through a contract, mark up and strike through its language, and rewrite the language is uniquely empowering. You should use short contracts in order to provide an experience that feels authentic but doesn't take up too much time.

Role-play a case. For longer classes, or throughout a multi-session course, having students actually read a case and make arguments about both sides in it can be an extraordinary experience. Reading legal reasoning helps people see that there are no magic answers—that the law really is about reasoning and analogy.

Arguing the different sides—a sort of mini-moot court—is also enormously fun. Depending on the size of the group, the audience members could do it at individual tables, informally, voting on who "wins," and then reporting back to the group.

Copyright education is a natural fit for libraries, but getting the attention of students requires a careful analysis of the possible "hooks" in their disciplines, career stages, roles, and practical experiences. Audience analysis allows copyright educators to come to class with confidence, knowing they can meet the first critical challenge for any educator: engaging the attention and interest of students. **AL**



LAURA QUILTER is copyright and information policy librarian and attorney at University of Massachusetts Amherst.

Pay Attention to Attention

Learning to use technology intentionally

BY Meredith Farkas



MEREDITH FARKAS is faculty librarian at Portland (Oreg.) Community College. Follow her on Twitter @librarianmer.

I have been an enthusiastic adopter of online communication tools since I first accessed the internet in the early 1990s. At the time, I was so focused on what I gained from having access anytime and anywhere that I didn't consider the impact of that convenience on my attention and engagement with the nonvirtual world.

I also could not have predicted how social media and app developers would later design their products to be addictive using many of the same techniques that casinos use to get people to spend mindless hours gambling (bit.ly/AL-Attention1). Over time, I began to see the unhealthy pull of technology on my attention, whether it was spending hours scrolling through feeds or the Pavlovian way a new email would drag me off task and into my inbox.

I think many of us are uneasy about our relationships with online technologies, whether it's the time we spend on them, the fragmented state of our attention, or how using them makes us feel. During this pandemic, these technologies have suddenly become more critical than ever to support our work and keep in touch with friends and family. I find great professional value in tools like Slack and Twitter, and I'd like to believe that there's a way to conquer the addictive and distracting aspects of them without needing to take a technology sabbatical (bit.ly/AL-Attention2) or quitting them altogether (bit.ly/AL-Attention3).

Two books have recently helped open my eyes to other ways of interacting with technology and taking greater control over my own attention. Jenny Odell's *How to Do Nothing: Resisting the Attention Economy* (Melville House, 2019) is a meditation on the value of fallow time, countering the notion that we should always strive toward greater productivity and self-optimization. She writes about her own dissatisfaction "with untrained attention, which flickers from one new thing to the next, not only because it is a shallow experience, or because it is an expression of habit rather than will, but because it gives me less access to my own human experience." Odell doesn't prescribe specific actions. She instead writes about how she explicitly chooses to pay attention to things she values, like birds, art, and her community. She shows it's possible to forge healthier relationships with technology and be more present in our lives.

University of Washington iSchool professor David M. Levy's *Mindful Tech: How to Bring Balance to Our Digital Lives* (Yale University Press, 2016) provided me with the tools to better understand what needs to change about my technology use. The book includes mindfulness

exercises that have helped me observe how the tech I use regularly impacts my attention, affecting my productivity and emotional well-being. "In performing these exercises," he writes, "people regularly discover that they can take greater charge of their online lives." Better understanding how we use technology and what isn't serving us well will help us design our individual prescription for creating a more present and aware relationship with technology.

Paying attention to what I pay attention to has helped me see

the problems with my own use of technology. I've turned off nearly every notification on my phone and keep my work email off it. I've deleted some social media accounts and use others much more sparingly

and intentionally now. Most importantly, I'm more aware of my own behaviors and committed to not letting technologies pull me away from people and activities I care about.

Just as we're all different, there is no one-size-fits-all relationship with technology that maximizes the benefits and limits the harmful aspects. Right now, while so much of our work and personal lives are lived online, it's never been more important to take control of our attention and be mindful of how and what we choose to focus on. **AL**

Paying attention to what I pay attention to has helped me see the problems with my own use of technology.

Voice Assistants

Use Alexa and Google Assistant for teaching and communicating

BY Win Shih and Erin Rivero



WIN SHIH is director of integrated library systems at University of Southern California Libraries.



ERIN RIVERO is director of editorial creative for Peacock, NBCUniversal's new streaming service.

Voice technology has transformed the way we interact with the digital world. Voice assistants (VAs), such as Amazon's Alexa, Google Assistant, Apple's Siri, and Microsoft's Cortana, aid users by answering questions and performing tasks. Sometimes called virtual assistants, digital assistants, or intelligent personal assistants, VAs expose consumers to the power and potential of artificial intelligence by performing multiple tasks in response to one request.

Both Alexa and Google Assistant let you run a set of tasks with a single voice command. For example, when you say, "Hey, Google, good morning," Google Assistant will execute a predefined sequence that can include: adjusting your lights and thermostat; providing a weather report; estimating your commute time; looking up your calendar; providing reminders; playing news, radio, or music; or other actions.

Although VAs are usually associated with smart speakers such as Amazon Echo and Google Home, they are also available as mobile apps and come as default programs on mobile devices. Siri and Google Assistant are integral parts of their corresponding mobile platforms.

After a decade of development, conversational AI and voice technology have progressed beyond early infancy and moved into a phase of mass adoption. Smart speakers are now a common household item, with more than 133 million in use in the US.

Both Amazon and Google make their proprietary technology available to independent developers to learn and build new applications on their platforms. These third-party applications, called "skills" on Alexa's platform and "actions" on Google's platform, let companies and individuals build their own voice applications tailored to their products and services. With an eye toward cultivating AI literacy through VA technology, some new library and educational applications are emerging.

In K–12 settings, the commercial vendor Bamboo Learning develops Alexa skills to help educators. One of its skills, Highlights Storybooks, is a collaboration with *Highlights for Children* magazine and features animated story narration with accompanying exercises to support language acquisition.

Bamboo Learning's collection of Alexa skills can serve as self-guided educational activities, supplementing traditional teaching and learning. These and other learning-oriented Alexa skills could be useful in classrooms, school libraries, and public library programs, much like the self-guided classroom reading stations of yesteryear.

Companies such as Pellucent Technologies are helping public and academic libraries build Alexa skills or Google Assistant actions, including

the integration of Libro from ConverSight.ai into existing library systems. Patrons can use Libro's Alexa skill to search a library catalog for resource availability; recall, renew, or place holds on library materials; find an item location in book stacks; or ask about library hours and events.

Similarly, EBSCO has developed an interface that allows users to access content from its discovery service via Alexa and Google Home.

Libraries and universities are also developing their own Alexa skills. At Saint Louis University (SLU), more than 2,300 Amazon Echo Dots sit in the residence hall rooms, and the university's Alexa skill, Ask SLU, answers more than 200 frequently asked questions, including library hours.

A handful of public libraries have also created Alexa skills for miscellaneous uses, including managing patron accounts at Granville (Ohio) Public Library, providing facts about forth-

coming facility improvement at Spokane (Wash.) Public Library, and delivering a Sioux City (Iowa) Public Library–produced literary culture podcast.

Collaboration between libraries

can further pave the way for future trailblazing in AI literacy, learning, and discovery as library and education institutions seek to stand on the cutting edge of tomorrow.

Adapted from "Virtual Voice Assistants," Library Technology Reports vol. 56, no. 4 (May/June 2020). AL

More than
133 million smart
speakers are in
use in the US.

Partners in Crisis

Youth librarians look to community partners to maintain services

BY Leigh Fox



LEIGH FOX is assistant manager of the Central Youth Wing at Brooklyn (N.Y.) Public Library and cochair of the Association for Library Service to Children's Building Partnerships Committee. Contact her at lfox@bklynlibrary.org.

Many libraries across the country have been forced to cancel programs and close their doors because of COVID-19. With that in mind, here are some ideas on how youth librarians can respond to this crisis in their communities by working with existing partner organizations and institutions.

As youth librarians, our most important partners are schools and educators, which these days include many caregivers who have been thrown into homeschooling for the first time. In my system, Brooklyn (N.Y.) Public Library (BPL), staffers have been busily figuring out ways to provide resources that our students, parents, and teachers may need as they shift to a virtual learning environment. The key elements for engagement are communication and access: How can we make sure teachers and caregivers know about the resources that we have online? How can we make sure there are no barriers to access?

BPL added a section called "Homeschool Resources" to its online resources page (bklynlibrary.org/online-resources) to make helpful sites easier to find. We have also reached out to our contacts at schools and the New York City Department of Education (NYCDOE) to remind them of the ebooks and databases we have available. Social media is one of our best tools right now; librarians are posting about resources on community Facebook pages and parenting discussion lists.

To reduce barriers for patrons, BPL is encouraging state residents to sign up for our e-cards so students and teachers without active library cards can still access our digital collections. Librarians are available via virtual chat and email to assist with accounts.

There are, of course, larger obstacles to overcome. Our city is trying to bridge the digital divide for many families that do not have access to technology or broadband internet connections at home. Libraries, normally an access point for our communities, are tasked with solving this problem without the use of their physical buildings. Luckily, with librarians' experiences in outreach, digital literacy, and technology, this is not entirely new territory for us. Perhaps we could transform our bookmobiles into Wi-Fi hubs, or loan laptops, tablets, and mobile hotspots to those in need. BPL hopes to continue its mobile hotspot lending program with NYCDOE during this time, and it has kept its Wi-Fi turned on at all branches.

Aside from partnering with teachers and schools, see if your network of museums or other cultural institutions can offer virtual learning experiences for your patrons. For example, the American Museum of Natural

History has its Explorer app. Creating curated lists with links to exhibitions or "field trips" could help fill a void for those stuck at home.

Another important partner for libraries is the 2020 Census (census.gov). The virus unfortunately hit just as census mailers started to arrive at residences.

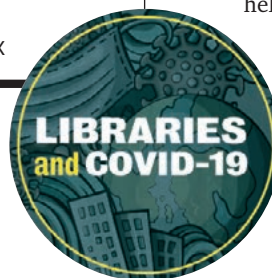
While we had planned on offering programs and resources at our branches to help people fill out the form, we have moved more of our efforts online, including virtual Q&As with our Census Navigator team and census-focused storytimes offered in Mandarin, Spanish, and Urdu via Facebook Live. With everything going on in the US, it's vital to remind people of the effects the

census will have on their communities for many years to come.

Lastly, consult with your partners on other programs you want to bring online. At BPL, we have used Facebook to continue our Read

with a Therapy Dog program that we coordinate with volunteers from the nonprofit Pet Partners, and we're looking to expand this into an interactive program on Zoom. I'm sure our kids could benefit from having a session with a therapy dog during these stressful times.

Adapted from "Library Partnerships in a Time of Crisis" (ALSC Blog, Mar. 20). **AL**



Libraries are tasked with bridging the digital divide without the use of their physical buildings.

Accepting Queer Realities

Establish inclusive policies
in your school

by Rae-Anne Montague



RAE-ANNE MONTAGUE is a faculty member in the Department of Information Studies at Chicago State University and chair-elect of the ALA Rainbow Round Table, which celebrates its 50th anniversary this year (see p. 26). She is a former K-12 teacher and school librarian.

We all know about schoolyard bullying. Let's focus on how school librarians can help stop it. As our schools and communities grapple with fostering a broader recognition of sexual orientation and gender-identity diversity, school librarians play crucial roles in building a welcoming environment and providing access to inclusive resources and services.

Social stigma of non-mainstream experiences in schools, particularly among LGBTQ+ students, is reinforced by a lack of accurate information and positive media representation. For educators and students, this results in a knowledge gap. The width and depth of that gap and the collective efforts to bridge it vary dramatically from community to community and state to state.

In 2019, for example, Illinois passed legislation to augment the teaching of US history in public schools to include LGBT representation (bit.ly/AL-HB0246). Lawmakers in a few other states have proposed similar laws, but there are still hurdles; for example, many schools have been forced to restrict access to materials deemed inappropriate based on LGBTQ+ content.

GLSEN, an advocacy organization for LGBTQ issues in education, has found that systemic exclusion leads to hostile environments and subpar student outcomes (bit.ly/AL-GLSEN) such as disciplinary issues, missed classes, low test scores, and plunging self-esteem.

This scenario does not align with federal laws, progressive values, or the American Association of School Librarians' *National School Library Standards*.

School librarians have important opportunities to provide leadership and advocate for inclusive policies, progressive curricula, and the development of diverse collections—and to implement reforms quickly and effectively.

Curricula, collections, and positive reinforcement make a difference in these experiences and cycles, GLSEN's research has found. The more inclusive a school's curriculum, the less likely its LGBTQ+ students will experience negative remarks or trauma—and the more connected those students will feel to their communities. Supportive staff members and safe spaces also contribute to greater student well-being.

Take action: Start where you are, learn vocabulary (the Trevor Project's website offers a useful glossary of key terms at bit.ly/AL-Glossary), ask questions, gather input, collect data, and measure and celebrate your successes.

Actively seek the lived experiences of LGBTQ+ people in their #ownvoices (many awesome queer authors are on social media or maintain blogs), develop robust collections featuring positive representations in fiction and nonfiction, and share links to online archives and collections.

Consider joining the American Library Association's Rainbow Round Table and other LGBTQ+

professional groups, and learn more about efforts and opportunities for collaboration in your community. Make connections with resources and pathways to inform queer-inclusive

programs, services, events, and exhibits.

School librarians play a critical role in developing effective practices around LGBTQ+ materials, supporting students who seek to form and extend queer-inclusive groups, and taking on opportunities to work with faculty and administration to establish library and school policies that do not discriminate.

In doing so, we provide essential leadership to promote a climate that does not tolerate bias, fake news, and censorship.

By understanding and accepting queer realities, school librarians can promote a greater acceptance of diversity—and contribute to better outcomes for all students, regardless of sexual orientation or gender identity. **AL**

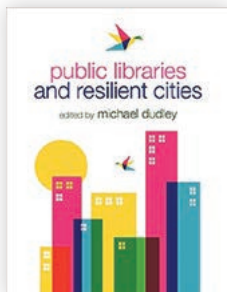
The more inclusive a school's curriculum, the less likely its LGBTQ+ students will experience negative remarks or trauma.

Disasters in Libraries

Books to help you prepare



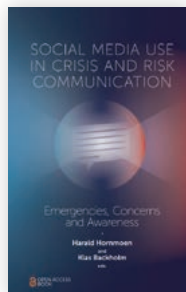
ANNA GOODING-CALL is reference and technology librarian at Nevins Memorial Library in Methuen, Massachusetts.



Public Libraries and Resilient Cities

Edited by Michael Dudley

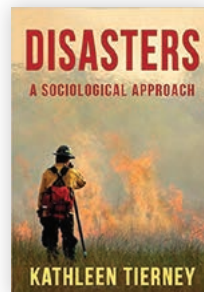
Resilience is the art of being able to bounce back from disaster. The unifying thesis of these essays is that public libraries are crucial to this process. Dudley makes the point that climate change guarantees near-future crises; other essays use relatively recent disasters, such as Hurricane Katrina, as examples. However, the bulk of the book consists of case studies of libraries engaged in resiliency activities, including lunch programs and job-seeker support. These may provide inspiration to institutions that want to become more active in urban resilience, but there are no explicit how-tos here. Instead, the studies focus on why libraries ramped up community activity, what this entailed, and outcomes. This book is a good first step for libraries seeking new directions for programming and services. ALA Editions, 2013. 192 p. \$67. PBK. 978-0-8389-1136-5. (Also available as an ebook.)



Social Media Use in Crisis and Risk Communication: Emergencies, Concerns, and Awareness

Edited by Harald Hornmoen and Klas Backholm

A strong understanding of social media should be a part of librarians' disaster response toolkits, and this book is an excellent place to start. Hornmoen and Backholm's book consists mainly of academic studies of social media activity during the 2011 terrorist attack on Utøya, an island of Norway. Though highly specific, it represents a good case study of social media usage in a pressurized situation. As information professionals, librarians should consider how social media can benefit patrons during a disaster. It is not hard to envision librarians serving as curators of a Twitter-based, crisis-media response. The book includes an abundance of metrics and data that will satisfy academic-minded readers. Emerald Publishing, 2018. 328 p. \$33.99. PBK. 978-1-7875-6272-1. (Also available as an ebook.)

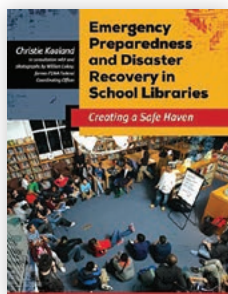


Disasters: A Sociological Approach

By Kathleen Tierney

This book frames disasters in a holistic way, considering both immediate effects and the secondary, indirect harm to society that expresses itself differently depending on demographics, socioeconomic status, and local governance. Public librarians will find it useful to understand the underpinnings of the challenges that patrons face during and immediately after crises, as this awareness could help guide programming and services. Social vulnerability, often a result of marginalization based on class, race, age, citizenship, and disability status, is a major topic of discussion and provides insight into the struggles of groups that already depend on library services even during the best of times. Public libraries in particular could take this lesson to heart. Polity, 2019. 224 p. \$26.95. PBK. 978-0-7456-7102-4. (Also available as an ebook.)

by Anna Gooding-Call



Emergency Preparedness and Disaster Recovery in School Libraries: Creating a Safe Haven

By Christie Kaaland

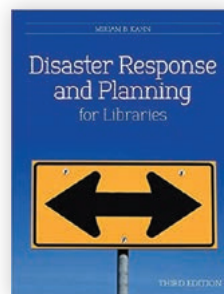
Experiencing a disaster in a school is a nightmare scenario, but librarians can do much to prepare for, mitigate, and recover from such an event. This book is thorough in its discussion of types of disasters and possibilities for addressing them. Principal among these is the danger of school shooters. While volcanoes, dust storms, and pre-COVID-19 pandemics all get their due, the events at Columbine and Sandy Hook receive most of this volume's attention. Calls to action scattered throughout the text culminate in detailed appendices and a bibliography aimed at supporting bibliotherapy for traumatized young children. This short manual is packed with excellent information, and any school should consider it a must-buy. Libraries Unlimited, 2014. 203 p. \$55. PBK. 978-1-1069-729-3. (Also available as an ebook.)



Resilience


By Rebekkah Smith Aldrich

In a clear and enjoyable voice, this book defines *resilience*, explains why it's important, and outlines the role of libraries in attaining this quality. This book focuses on cooperation, and presents the role of libraries as facilitators in the development of strong, equitable communities. Climate change features strongly as a risk worth preparing for, but this book is mostly philosophical about that threat. Its main point is that libraries are vital to a society's ability to adapt to unexpected large-scale events, and that fostering community resilience should be a core mission. Resilience in the context of this book is a matter of social equity, intuition about the health of a library's home community, and an understanding of what a library can do to knit its patrons together. Examples of libraries already doing this abound in the book's second half. ALA Editions, 2018. 96 p. \$24.99. PBK. 978-0-8389-1634-6. (Also available as an ebook.)



Disaster Response and Planning for Libraries, 3rd edition

By Miriam B. Kahn

Certain procedures are generally advisable for any type of library facing disasters. This book outlines them all in meticulous detail, covering everything from insurance preparation to mental health. Intensely practical, the book presents its information in checklist format, as procedurals, and as concentrated nuggets of advice. For this reason, as well as for its comprehensive view of library disaster management, this title would be most useful for upper management. In addition to the humane, the book devotes itself powerfully to the mundane; materials recovery comprises a large portion. Topics in emergency collection management run the gamut, from water damage on antique film to mold- and fire-damaged books. It's hard to find a topic that this book doesn't address. ALA Editions, 2012. 160 p. \$67. PBK. 978-0-8389-1151-8. (Also available as an ebook.) 

SOLUTIONS

Products and services



The Hover Camera Passport is an AI-powered drone for personal photography.

A Drone's-Eye View

Small drones for easy lending and programs

BY Carrie Smith

Popular with hobbyists and professionals alike, aerial drones can document the world from new angles and help users gain new skills. Federal Aviation Administration (FAA) rules, however, require registering drones that weigh more than 250 grams (0.55 pounds), which creates a hurdle to offering library services with them. But these rules exclude small drones or those flown indoors, which give libraries the opportunity to provide patrons with drone experiences through programming or lending. The following drones are small, yet powerful enough for learning and play.

Hover Camera Passport

The Hover Camera Passport is a lightweight, foldable drone for personal photography designed for a

simple, automated user experience. Weighing 242 grams (8.5 ounces), it is just below the FAA registration weight limit and folds into the shape of a VHS tape.

While most drones rely on controllers—whether standalone or through an app—the Hover Camera Passport uses AI to autonomously follow subjects and recognize user gestures for commands, including snapping a photo and returning to its owner. It offers two modes for following photo subjects: Owner Mode uses AI to recognize a face and automatically follow that person. Once set up, the drone will recognize the same owner until reset. Follow Mode allows a user to immediately select any face or body and follow that person. The drone and camera can also be controlled manually through the app using

motion controls (tilting and turning the device) or a simulated joystick. Preprogrammed flight modes include orbit, 360-degree spin, bird's eye, and panorama.

The drone is enclosed in a carbon-fiber frame to protect the propellers and allow it to be handled while in flight. Both the propellers and carbon-fiber bottom plate are replaceable. It has a 10-minute battery life in windless or indoor conditions, and includes two batteries and a charger. The Hover Camera Passport has 32 gigabytes of storage (including its own software) and a camera capable of up to 4K video quality and 13-megapixel stills.

Users can edit video in the accompanying app (compatible with Android or iOS) to create short clips, add music, and share on social media.

Hover Camera Passport is \$599 and is available from online retailers. More information is at zerozerorobotics.com/hover-camera-passport.

CoDrone

Robolink's CoDrone combines drone-flying and coding experiences in a small quadcopter body that weighs only 37 grams (1.3 ounces). With four built-in propeller guards and replacement parts available online, it is easy to maintain should beginner mishaps occur.

The CoDrone Lite and CoDrone Pro models are geared toward beginner and more advanced coders, respectively. Each drone receives coded commands from a computer via Bluetooth. With



CoDrone models combine coding education and drone flight.

CASE STUDY

Getting Drone Lending off the Ground

How do you use the Ryze Tello drones?

The Ryze Tello drones are part of our equipment and gadgets collection, a set of nontraditional library items that cardholders can borrow. The drones are available for two-week periods and can be renewed for an additional two weeks if the waitlist is empty. We currently have three drones that circulate, and they're among our most popular items. Staff members have also borrowed the drones to learn how to use them and to demo at programs.

USER: Alison Mirabella, digital literacy coordinator, Longwood Public Library in Middle Island, New York



PRODUCT: Ryze Tello drones

DESCRIPTION: Tello is a small (80 grams, or 2.8 ounces) entry-level drone with an HD camera and codable apps designed for education and play.

How do the drones serve your library's needs? We needed a drone that would be compact enough to store in a closet and small enough to not require registration with the FAA. However, we also wanted one that would be easy for beginners to fly, since many small drones have difficulty holding a stable hover. In addition to all of that, we also wanted a drone with a camera so patrons could practice aerial photography. The Ryze Tello fit those requirements, so it was a perfect choice.

What are the main benefits? The main benefit is the DJI flight technology, which allows the drones to maintain a stable hover and includes automated takeoff and landing options. Patrons have found it



The Ryze Tello is a lightweight, entry-level drone.

very easy to fly the Tello, even without prior piloting experience, making them accessible for all age levels. We provide a controller for the patrons, but the Tello can also be paired with an app, which patrons find very convenient. The propeller guards on the Tello have also done an excellent job at keeping both the propellers and the patrons safe.

What would you like to see improved or added to the drones? It would be nice to see a future edition with a higher definition, 1080p camera, although the 720p camera is fine for most of our patrons. And, though the app is very easy to use, I have experienced occasional issues with drones not connecting properly. Overall, however, we are extremely happy with the Ryze Tello drones and would highly recommend them to any library looking for an easy-to-use drone to share with its community. ●

CoDrone Lite, users can code commands in Python or Blockly, a block-based visual programming language environment ideal for beginners. CoDrone Pro uses the same drone body and comes with an Arduino-powered buildable controller that can be programmed in the Arduino coding environment or with Python.

A third model, CoDrone Mini, launched in May. It has a smaller body and comes with a preassembled remote so it can be flown without coding. It's programmable in Blockly, with Python coding to follow, and includes a virtual flight simulator.

Robolink's Workbench channel (bit.ly/SOL-robobw) includes step-by-step instructions on how to write code that allows the drone to take off, land, and perform preprogrammed flight paths, along with instructions on programming CoDrone Pro's controller. The tutorials are paired with educator resources, including standards-aligned lesson plans.

CoDrone has an estimated flight time of eight minutes on a single charge. It includes one battery; extras are available for purchase.

CoDrone is available through the Robolink web store. CoDrone Lite is \$119.99, CoDrone Pro is \$179.99, and CoDrone Mini is \$79.99. Lite and Pro models are available in discounted classroom sets of multiple drones. For more information, visit roboLink.com/codrone. **AL**

PEOPLE

Announcements

ON THE MOVE

June 1 **Jeffry Archer** became dean of University Libraries at Baylor University in Waco, Texas.

Danville (Va.) Community College appointed **Ben Blanks** public services librarian in March.

March 16 **Nora Burmeister** joined the University of North Carolina at Chapel Hill Libraries as content strategy librarian.

Sionna Hartigan joined Westchester Public Library in Chesterton, Indiana, as young adult librarian in March.

Sarah C. Johnson became assistant professor and social sciences librarian at Hunter College, City University of New York, February 24.

Glenn Risolo became principal librarian at Coronado (Calif.) Public Library in March.

PROMOTIONS

Fort Erie (Ont.) Public Library promoted **Ashley Dunk** to children and teen librarian in March.

Duncan (Okla.) Public Library promoted **Amy Ryker** to director in April.

RETIREMENTS

Cathy Beaudoin retired as director of Dover (N.H.) Public Library March 27.

Beverly Cain retired as executive director of the State Library of Ohio in Columbus March 31.

Jan Cole retired as director of Duncan (Okla.) Public Library in March.

Theresa Fredericka will retire as executive director of the INFOhio education digital library June 30.



Kudos

Tim Bucknall, assistant dean for electronic resources and information technology and associate professor for University Libraries at the University of North Carolina at Greensboro, received the 2019 Governor's Award for Excellence in Efficiency and Innovation, the highest honor a state employee can receive for service to North Carolina and its people. ●

Selma Jaskowski, associate director for technology services and resource management at the University of Central Florida Libraries in Orlando, retired March 19 after 25 years with the Libraries.

Sally Portman retired after 34 years as librarian at Winthrop (Wash.) Public Library in March.

Wendy Scott, associate director for organizational design and learning at North Carolina State University Libraries in Raleigh, retired in April.

Sue Vincent retired as interlibrary loan librarian at Dover (N.H.) Public Library in March.

AT ALA

Don Dixon joined ALA's IT office in April as database administrator.

George Eberhart, *American Libraries* senior editor and an ALA employee since 1980, will retire June 8.



Tim Smith, director of infrastructure in ALA's IT office, retired May 4 after 22 years with the Association. AL

In Memory

Anne Warren Albano, 95, former director of Lyndhurst (N.J.) Public Library, and later director of the children's room at West Caldwell (N.J.) Public Library, died March 16. During her career, Albano also served as a librarian at Trinity Academy in Caldwell, Roseland Free Public Library, and Caldwell Public Library, all in New Jersey.

Charles Brown, 1990–1991 president of the Public Library Association, died February 15. During a nearly 50-year career, he held directorships at New Orleans Public Library, Charlotte Mecklenburg (N.C.) Library, Hennepin County (Minn.) Library, Arlington (Va.) Public Library, and Solano County (Calif.) Library. Brown also served on the executive boards of the American Library Association (ALA) and the Black Caucus of the ALA, and was a popular speaker at library conferences in the US and internationally.

June Ekelund, 72, librarian for many years at Brookside Elementary School in Ossining, New York, died March 21.

Bonnie L. O'Brien, 77, director of Shrewsbury (Mass.) Public Library from 1978 until her 2004 retirement, died March 13. She oversaw a renovation and addition to the library building and was one of 28 librarians who organized and developed CW MARS, a western Massachusetts library consortium for resource sharing. O'Brien was elected to the Massachusetts Library Association Hall of Fame in 2010.

Marjorie Pahanish, 92, a librarian and bookmobile driver for Lepper Library in Lisbon, Ohio, for many years, died April 3.

SUBMISSIONS

Send notices and photographs to
Amy Carlton, acarlton@ala.org.

MORE ONLINE

americanlibraries.org/currents

David Price, 54, librarian and technology coordinator at Orange (Calif.) Public Library for 20 years, died January 20.

Robert Sandusky, associate professor, associate university librarian, and associate dean for information technology at University of Illinois at Chicago (UIC), died April 10. During his tenure at UIC, Sandusky led major technology efforts for the University Library and the Explore Chicago Collections portal of the Chicago Collections regional consortium. He served on UIC's Faculty Senate and chaired the Senate Support Services Committee. He was also appointed to the Research Committee of the IT Governance Council and served as chair of the Institutional Stewardship of Research Data Subcommittee. Sandusky was engaged nationally in the National Science Foundation-funded DataONE: Data Observation Network for Earth project. He was a co-investigator and member of the Core Cyberinfrastructure Team (2007–2014), a member of the Usability and Assessment Working Group, and cochair of the DataONE Users Group. Before joining UIC in 2007, Sandusky was assistant professor at University of Tennessee, Knoxville's School of Information Sciences. He received his PhD in library and information science from University of Illinois at Urbana-Champaign.

Peggy Sullivan, 90, died April 13. She worked in many public and school libraries from 1952 to 1977 and directed the Knapp School Libraries Project from 1963 to



1968. Sullivan's many accomplishments include serving as 1976–1977 president of ALA's Children's Services Division (now the Association for Library Services to Children [ALSC]), chair of ALA's Centennial Celebration in 1976, assistant commissioner for extension services at Chicago Public Library (1977–1981), 1980–1981 president of ALA, and ALA executive director from 1992 to 1994. She wrote several books and more than 100 articles on librarianship, education, and administration. Sullivan held numerous university teaching positions, including on the LIS faculty at University of Pittsburgh and University of Chicago; part-time or interim positions at University of Maryland, Rutgers University–New Brunswick, Syracuse University, the Catholic University of America, Drexel University, and Rosary College (now Dominican University); and as dean of the LIS program at Rosary College. She also served as dean and professor at the College of Professional Studies at Northern Illinois University in DeKalb 1981–1992 and as director 1990–1992. Sullivan received ALA's Joseph W. Lippincott Award in 1991, the ALSC Distinguished Service Award in 2000, and distinguished alumni awards from both Clarke College and Catholic University. In 2004, she established ALA's Sullivan Award for Public Library Administrators. In 2008 she was named an honorary member of ALA, the Association's highest honor.

Dorothy C. Szarowski, 56, a librarian at Goshen (N.Y.) Public Library and Scotchtown Avenue Elementary School in Goshen, died March 31. •

american libraries DEWEY DECIBEL PODCAST

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Senior Editor Phil Morehart
as he hosts conversations
with librarians, authors,
thinkers, and scholars about

topics from the
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Exploring Gale's
Women's Studies Archive

EPISODE 48

Telling Women's
Stories

BONUS EPISODE

One-on-One with
New ALA Executive
Director Tracie D. Hall

EPISODE 47

Presidential Libraries,
Then and Now



Listen at
bit.ly/deweydecibel



Remote and Ready

Much has changed since Chicago Ridge (Ill.) Public Library (CRPL) closed its doors March 16—but not the assistance the library strives to provide for the village's 14,000 residents.

Director Dana Wishnick's first priority was setting up the phone system to forward calls to staffers working from home: "We have about 20% of our community that doesn't have access to computers or internet connections, and we really wanted to be able to serve them during this time."

To let users know that staffers were standing by, CRPL advertised its remote-reference services not only on social media, but also via postcards mailed out to every household in Chicago Ridge—an idea, Wishnick says, that went from concept to printer within 48 hours.

The library immediately felt the value of its presence. "Everyone was in panic mode when [the pandemic] first started, so I was getting a lot of 'I lost my job, what do I do?'

questions," says Eva Baggili, adult reference associate. She has so far assisted with state unemployment and nutrition-assistance program applications, done research for patrons who have lost their health insurance, and answered questions about stimulus-package checks—often in Arabic.

CRPL has also brought programs online—such as virtual storytimes, face-mask sewing tutorials, and live cooking demonstrations—and has seen an uptick in engagement for its efforts.

"Our patrons definitely miss us. They call to ask when we're opening," says Baggili. "They just really want to come in and get back to normal and see us again."

As for that tricky Zoom screenshot staffers managed to pull off? "It took us two days," laughs Wishnick. **AL**

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