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american libraries

NOVEMBER/DECEMBER 2014

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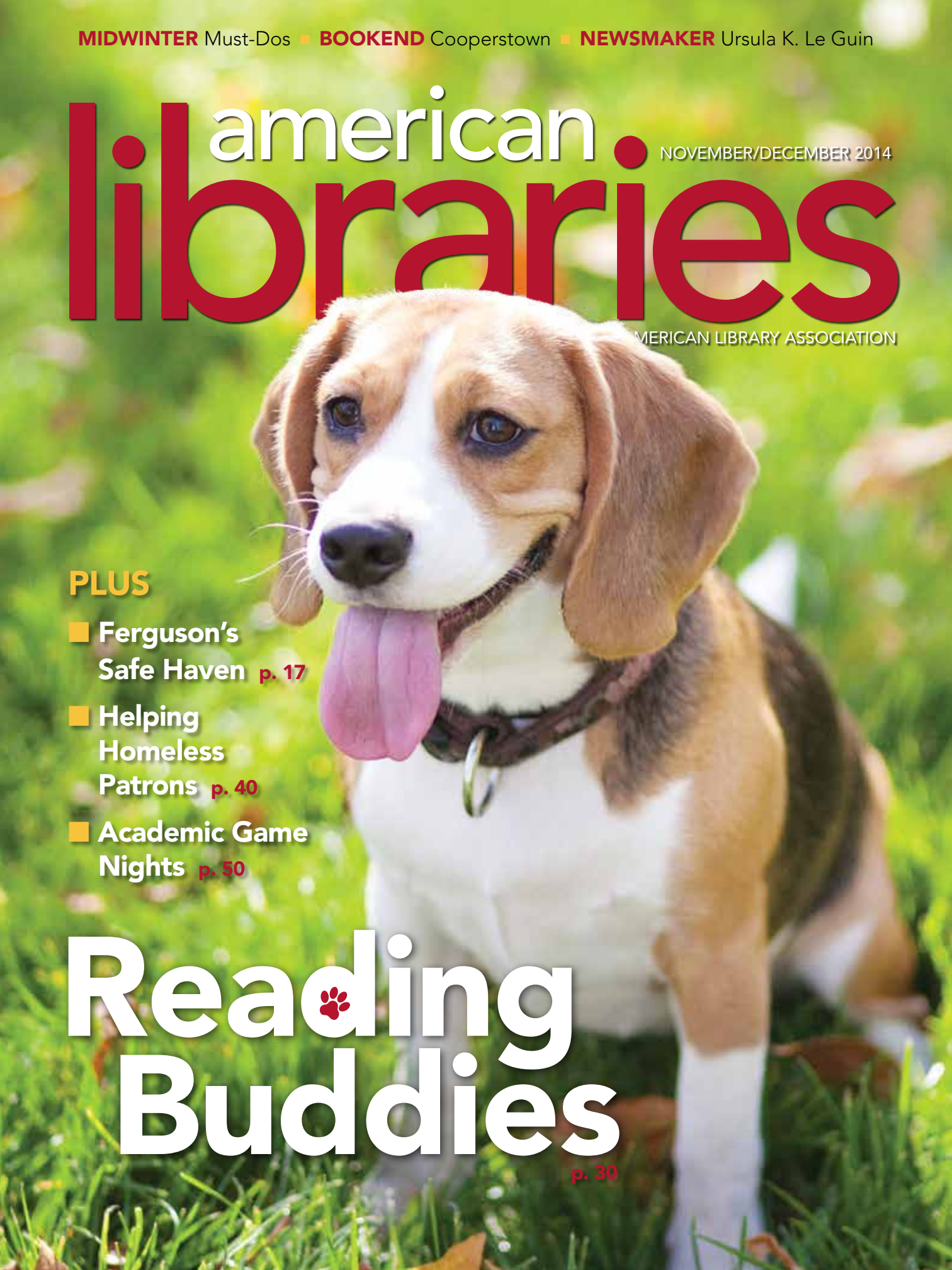

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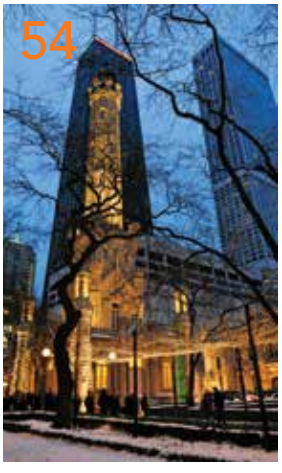

Above: A girl reads to Minnie from K9 Reading Buddies of the North Shore.

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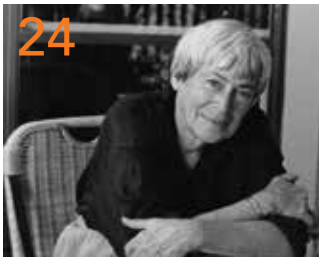

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A Basket of Puppies ... Well, Almost

by Laurie D. Borman

My favorite therapy dog is my English bulldog, who greets everyone with enormous enthusiasm and never fails to elicit smiles. Of course, he doesn't have any professional training, so I don't know how far he'd get in a school or public library as a real therapy dog. The work that those dogs do can bring dramatic results to reluctant readers and kids with special needs. Check out our feature on page 30.

Every day on my walk to work, I pass by homeless people sleeping in the park. Some stay only once; others are regulars throughout three seasons. By the time I return home, many have disappeared. Who are they, and where do they go? As many of you know, some of the homeless head to the public library, a warm (or cool) place to catch up on the news, check email, maybe even apply for a job. Homeless visitors also use the restrooms to wash themselves and their belongings, sometimes causing patrons to complain. All types of libraries work with homeless patrons and the issues and concerns that result. Our story, beginning on page 40, offers insight into the ways libraries are making positive changes for the homeless.

Therapy dogs can bring dramatic results to reluctant readers.

When my boys were young, it was easy to pop over to the public library and choose books to read together. By the time they reached school age, the school librarian was there to encourage my youngest son's interest in spiders and my oldest son's love of sports, with books we could talk about together. When a parent is in jail, though, those easy moments of encouragement and interaction between parent and child can be lost. See our article on page 46 on how prison librarians are helping incarcerated parents connect with their children and build literacy.

Budget cuts have affected all types of libraries, but the outcomes in school libraries are especially grim. Our feature on page 34, the results of the Lilead Project survey of district library supervisors in 38 states, shows many districts closing all system libraries, $0 budgets, and of course, staff cuts. The survey, conducted by the University of Maryland's College of Information Studies, was the first since 1960 of district library supervisors.

Sometimes student life can get a little too serious. That's why a few academic librarians have seen fit to lighten up the mood with a monthly game night. Some have cards, board games, and the occasional videogame. It's an unusual spin on programming. See more on page 50.

Chicagoans love to brag about braving the winter. Bundle up and join us at the Midwinter Meeting & Exhibits in January. Along with great networking and programs, speakers, and the Youth Media Awards, we'll show you what's so fun about being here in January. Just to give you a taste, we asked area librarians to spill about special places only a local would know. Check out the events and the tips in our story beginning on page 54. Come to the Windy City: Just don't forget your mittens. ▮

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We Are Global

Individually and collectively, we make a difference

by Courtney L. Young

As I was growing up, my mother wanted me to know there was a big, wide world out there and to appreciate it, understand it, and be a part of it. When I was a kid, our Army family was stationed for two years in Daegu, South Korea. When I was a preteen, my mother received a Fulbright scholarship, and we lived for a year in Ankara, Turkey, where I learned the language, customs, and culture. Later, when my mother was a high school Spanish teacher, I traveled with her and a dozen of her students who sold candy bars to fund a trip to Mexico City.

What I did not realize was how happily my passion for librarianship would collide with what my mother taught me—to be a citizen of the world. My first connection was as an LIS student at Simmons College, when I took an international and comparative librarianship course from professor Patricia Oyler.

Years later, the lessons my mother and Dr. Oyler taught me continue to be relevant and important to my professional life. At Penn State Greater Allegheny, my library develops collections and cosponsors events in support of our campus's Teaching International program. Each year a country or region of the world is woven into all courses to foster a "greater understanding of globalization processes and their impact on the lives of people around the world."

As ALA president I am reminded how much ALA—and we as members—are an important part of a wider global library community. This past July, I went to the Dominican Republic to keynote the library conference sponsored by the Global Foundation for Democracy and Development, hosted at the Juan Bosch Library in Santo Domingo. All the library staffers I spoke with were honored I came and spoke about how they look to ALA as the global leader in the library community.

ALA is a key part of the global library community.

ALA as an association is respected around the world for what it stands for and for what it does to improve the profession, libraries, and library services. It is our collective work as members—including nearly 2,000 members from 105 countries outside the US who bring diverse voices and perspectives—and ALA staff members who make this so.

In the past four years, ALA members across the world have contributed more than $80,000 to help rebuild libraries in Chile, Haiti, Japan, and the Philippines.

Through the Library Copyright Alliance, ALA members and staffers have played a valuable role in fighting for the rights of library users at the World Intellectual Property Organization.

Through the Campaign for the World's Libraries, in partnership with the International Federation of Library Associations (IFLA), ALA has helped create awareness, guidance, and resources for library associations globally to make their case for the value of libraries and librarians.

ALA's partnership with the Guadalajara Book Fair is in its 15th year, helping librarians across the US to improve their Spanish-language collections while learning about each of their communities' cultures.

ALA's new partnership with the Sharjah International Book Fair will provide new learning opportunities for ALA members and nonmembers this November in Sharjah, United Arab Emirates.

And at the recent IFLA Congress in Lyon, France, a three-year partnership program, beginning in 2016, was formed with the German library community. I was pleased to sign the agreement on behalf of ALA with Bibliothek & Information Deutschland (BID).

These are just a few examples of ALA's global citizenship. Whether you are helping immigrants adapt, hosting a librarian from abroad, programming, participating in another country's library project, or attending an international conference, individually and collectively, we do make a difference in the world. ▮

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

Who Will Shape the Future?

How the new ALA Center for the Future of Libraries will help us better understand the trends that shape our world

by Keith Michael Fiels

In May, then-President Barbara Stripling brought together a hundred individuals—and about half from outside the library community—at the Library of Congress to discuss the future of libraries. In the process, these individuals also helped launch the new ALA Center for the Future of Libraries.

Later that month, Miguel Figueroa was named director of the center (many of you will remember Figueroa as the Knowledge River graduate who served as director of ALA's Office for Diversity and Office for Literacy and Outreach Services). Since then, he has been reaching out to groups within and beyond the Association and the library community to begin creating a master resource for library planners and policymakers who are thinking about the future of libraries.

A focus on trends has been at the core of the Center for the Future of Libraries from the start. Libraries and librarians have told us they need ready access to useful and usable information on long-term, large-scale demographic, technological, and societal trends. With knowledge of these trends, we can actively plan with our communities, innovate and experiment with and within these "currents" shaping society, and ultimately make our institutions and profession integral to the future that these trends will shape.

Over the next several months, we will continue to expand the center's web presence (ala.org/libraryofthefuture) with a "trend library" that presents succinct information on trends, including how they are developing; why they matter for libraries; and where to find reports, articles, and other resources that further explain their significance. The early work on this trend library has been heavily informed by several recent reports from the International Federation of Library Associations and Institutions, Arts Council England, New Media Consortium, Australian Library and Information Association, Pew Research Center, American Alliance of Museums' Center for the Future of Museums, and our own Office for Information Technology Policy. The trend library will continue to build on the work of these reports and examine new and emerging trends that will shape libraries. Members of the library community can contribute to this effort by sharing their thoughts on the identified trends, suggesting additional topics to be covered, and offering examples of how they are being responsive to change by providing innovative, cutting-edge programs and services.

The best way to predict the future is to create it.

In ALA's social media channels, you may have noticed several posts carrying our #libraryofthefuture hashtag. These posts, which often share news from outside of our profession but relevant to our work, have been well received by followers. We hope that you will join the conversation by sharing articles, stories, resources, or your thoughts with the #libraryofthefuture tag. As always, ALA's greatest strength lies in the collective knowledge of its diverse membership.

Our communication will continue with an ALA Connect community focused on the future of libraries, a blog from the center, and an e-newsletter with curated articles that can help us all stay informed of developments that will affect our futures.

As we begin to put the pieces together, one of the most important lessons we have learned is something that many of us already knew: that there will not be one future for libraries and librarians, but there are many different possible futures.

This means we are not just passive victims of trends. We can—and must—actively work to shape our communities and our society.

As summit participants concluded: The best way to predict the future is to create it. ▮

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

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Comment Enabled

More on Metadata

I agree with [Eddie Woodward's] discussion ("Metadata for Image Collections," *AL*, June, p. 42) about crowdsourcing. A couple of months ago I took a look at the crowdsourced tags added to images the Smithsonian had uploaded to the Flickr Commons, and yes, a lot of comments were along the lines of "cool photo," "nice," beautiful," etc. Most of the images I looked at had no crowdsourced tags added. Asking for help identifying people in a specific image or having, as the author says, a group of "mystery photos" does seem to pull more useful crowd-tagging participation.

Kathryn Phillips
Washington, D.C.

Many new grads like myself will probably work at for-profit libraries. We come cheap and we want the experience.

I worked for many years in news photo agencies, where the digital archivist was presented with a double-whammy of a challenge. There not only was a daily deluge of new material being shot and uploaded to our system, but the retrieval time windows were typically yesterday. This usually resulted in not having the luxury to provide anything more than the most basic high-level metadata.

Of course, news agencies also thrive on historic images used for retrospective pieces, and we would also service other clientele (authors and book publishers, visual media producers and directors, etc.), so it was inevitable that poorly documented and scantily captioned images proved frustrating at best (necessitating catch-up research long after information sources were readily available).

In worst-case scenarios fantastic images were unusable due to the lack of low-level metadata. In such an environment, the archivist has little choice but to try and balance the processing speed required on a day-to-day basis, with an eye to the future needs for retrieval in their collection. It's a herculean task, but one that certainly adds drama and excitement to an archival career!

Philip Papas
Jackson Heights, New York

I have a database of my own photography, and I realized early on that chaos would result very quickly if I merely used keywords that came to mind on the spot to tag each photo. How would I ever be able to perform efficient, effective searches later? I could go back and look for what keywords I had previously used, but that would take inordinate amounts of time as I would have to guess at what photos might have been tagged with a relevant term.

Instead I used FileMaker Pro to create a controlled vocabulary database. Each term is defined (either "usual meaning" or a specified meaning) and its use is prescribed where I think that will be important. I also have a table in the database for non-preferred synonyms. Keywords are related to one another hierarchically with a general entity/relationship model in mind (I created a diagram in OmniGraffle). Non-preferred synonyms are linked to keywords. All relationships are established through key fields.

So far this has worked great, and it is, of course, a work in continual progress as I take new pictures and find new needs. When that happens I stop photo-editing, document the new term in FileMaker, and add it to the keyword list in Adobe Bridge. With all the keywords I have in multiple categories, representing multiple entities or concepts, the database lets me look up a term and find out which term(s) I related it to and how I intended for it to be used.

If this helps me as a single user describing nothing but my own work, I have to figure that in a large environment with thousands of users and catalogers who have never seen the places or people being depicted, a controlled vocabulary would be all the more valuable.

Mark Anders Harrison
Vista, California

For-Profit Librarians

I work at a for-profit college. I am sorry. My apologies.

I was working as a library assistant at the school, and two weeks after being conferred I was offered a job as a librarian. That never happens.

I was excited, nervous, and ready to do all the things that I had read about in library school: changing the learning resource center into a learning commons, getting students the latest and greatest resources, and becoming a leading voice within the organization.

The editors welcome letters about recent contents or matters of general interest. Letters should be limited to 300 words. Send to americanlibraries@ala.org; fax 312-440-0901; and *American Libraries*, Reader Forum, 50 E. Huron St., Chicago, IL 60611-2795.

But for my first five months, I was almost completely ignored. I was not invited to meetings, was denied purchasing authority, and was told that my position is "part of compliance." Great!

I was familiar with many of the issues librarians face in being noticed, heard, and taken seriously. In "Academic Libraries in For-Profit Schools of Higher Education" (*College and Research Libraries,* Nov. 2011) the authors state that many for-profit librarians are managed by people who do not understand what a librarian does. Nor do they often know where librarians should be placed in the company hierarchy (p. 574). It seemed like the article was talking about me, so I looked for people who would understand, assist, or advocate for me.

I emailed ALA's Association of College and Research Libraries (ACRL) and asked what groups would be best to join. Someone replied quickly, suggesting the Special Libraries Association (SLA). Special library? Huh? The school I work for is a corporation, but it houses some of the same databases as the school from which I received my MLIS. I then found a for-profit library interest group through ACRL and joined.

There are many new graduates who will probably work at for-profit libraries. We come cheap and we want the experience. If there are advocates, groups, interested parties out there who want to join the conversation, I say welcome. And you don't have to be apologetic when introducing yourself.

Erica Watson
Long Beach, California

Book Bikes

I find it absolutely disheartening that "Custom Library Book Bikes Roll Out Across US" (*AL,* June, p. 18) would be published and there would be no mention of Gabriel Levinson and his original Book Bike. Levinson was the very first to conceive of the Haley Book Bike tricycle (along with Stephen Horcha of Haley Trikes) back in 2008 (Haley even gives him credit). He was a pioneer in Chicago, giving away books with it to adults and children alike in various parks around the city. It's unfortunate that his original Book Bike is now gone (stolen by someone most likely wanting it for its parts), but his legacy with it should still live on. Levinson directly inspired similar Book Bikes in the US and abroad, and to not have him mentioned even in passing is unfortunate.

I hope that in the future you will give proper credit where credit is due.

Jamie Amadio
New York

Federal Depository Libraries

The Government Printing Office (GPO) recently proposed allowing the 47 Regional Federal Depository Library Program (FDLP) libraries to discard some documents and rely on digital copies in GPO's Federal Digital System (FDsys). The Government Documents Round Table (GODORT) responded, suggesting that, before discarding these valuable publications, we should be sure that there are reliable digital copies in a certified digital repository and a suitable number of "tangible" copies to ensure both access and preservation. This is a wise compromise that allows discarding without endangering preservation or access.

The proposed policy does not enhance digital access (the materials in question are already online). The proposal will however, by design, reduce the number of geographically distributed documents in the FDLP. That reduction will certainly not enhance either access or preservation. GODORT recommends actions to take before discarding to ensure that the policy will not damage access or preservation: (1) research to determine how many paper copies should be retained to ensure preservation and access; (2) create a national inventory of FDLP publications so that Regionals would know how many copies exist and where they are before discarding; (3) ensure that GPO's digital copies are complete, accurate, and usable; and (4) store in a trusted repository.

> Libraries should have the information they need before discarding to ensure they do not harm preservation of and access to vital information.

Discarding is an irreversible decision. The proposed GPO policy will cover tens of thousands of irreplaceable and invaluable volumes in the first year but it is designed so that it can eventually include the entire 200-plus years of print FDLP collections. If libraries must discard, they should not do so in the dark. We should have the information we need before discarding in order to ensure that we do not harm long-term preservation of and access to this vital information. To do less would be reckless and irresponsible.

For in-depth analysis of this proposal, visit Free Government Information at freegovinfo.info/node/9073.

For ongoing analysis on the future of the FDLP, see freegovinfo.info/node/tag/future_of_federal_depository_library_program.

James A. Jacobs
San Diego, California
James R. Jacobs
San Francisco, California

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Four Candidates to Run for 2016–2017 ALA Presidency

James LaRue, CEO of LaRue and Associates in Castle Rock, Colorado; Julie Todaro, dean of library services at Austin (Texas) Community College; Joseph Janes, associate professor and chair of the MLIS program at the Information School of the University of Washington in Seattle; and JP Porcaro, acquisitions and technological discovery librarian at New Jersey City University in Jersey City, are candidates for the 2016–2017 presidency of the American Library Association (ALA).

James LaRue

Julie Todaro

Joseph Janes

JP Porcaro

LaRue has been an ALA member since 1994 and has served as a member of the ALA Digital Content and Libraries Working Group since 2010. Recently retired from Douglas County (Colo.) Libraries, he has also held offices on the Bibliographic Center for Research Board of Trustees and the OCLC Membership Council, and has served on numerous committees of the Colorado State Library and the Colorado Library Association, including holding its presidency in 1998–1999.

LaRue earned an MLS from the University of Illinois and a Bachelor of Science degree in philosophy and English from Illinois State University.

Todaro has been an ALA member since 1972 and has been active in ALA divisions and round tables including Association of College & Research Libraries (ACRL), the Library Leadership and Management Association (LLAMA), the Association for Library Service to Children (ALSC), and the Library Instruction Round Table (LIRT). She was the 2007–2008 president of ACRL, the 2000–2001 president of the Texas Library Association (TLA), and 2012 chair of the Texas Council of Academic Librarians.

Todaro earned her DLS from Columbia University's School of Library Service, an MLS from the University of Texas Graduate School of Library Science (including school librarian all-level certification), and her Bachelor of Science degree in English and history from the University of Texas.

Janes and Porcaro are petition candidates for the presidency.

Janes has been an ALA member since 1982. He served on the 2007–2011 ALA Committee on Accreditation, as well as the ALA Office for Information Technology Policy Advisory Committee from 1998 to 2002. He is an active member of the Library and Information Technology Association (LITA) and the Reference and User Services Association (RUSA) and served as the founding director of the Internet Public Library from 1995 to 1998. He is a frequent presenter at national conferences including ALA, the Canadian Library Association, and the Library of Congress, in addition to conferences in Europe, the United Kingdom, and Japan.

Janes holds a bachelor's degree in mathematics, an MLS, and a PhD in information transfer, all from Syracuse University.

Porcaro has been an ALA member since 2004 and was organizer and founding president of the ALA Games and Gaming Round Table from 2010 to 2012. He served on the New Jersey Library Association (NJLA) Executive Board from 2012 to 2013 and as the NJLA chapter councilor on the ALA Council from 2013 to 2014. Porcaro was an ALA Emerging Leader in 2010. He is a founding member of the ALA Think Tank, social media's largest space for librarians; a member of the advisory board of the EveryLibrary political action committee; and social organizer for Urban Librarians Unite.

Porcaro holds an MLIS from Rutgers School of Communication and Information and a Bachelor of Arts in philosophy from New Jersey City University.

LaRue, Todaro, Janes, and Porcaro will participate in a candidates' forum on Saturday, January 31, during the 2015 ALA Midwinter Meeting & Exhibits in Chicago. Each candidate will make a statement and answer questions. Ballot mailing for the 2015 ALA election will begin on March 24. The election will close on May 1.

ALA Chapters to Receive CDF Training

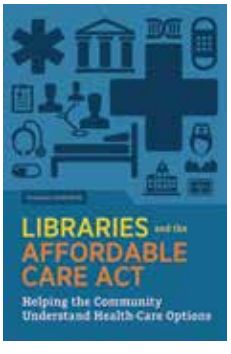
ALA President Courtney Young will partner with ALA chapters to provide training for a national cohort of 22 librarians from a cross section of library chapters to become certified Career Development Facilitators (CDF).

Created by the National Career Development Association (NCDA), the CDF curriculum provides training that addresses several facets of career planning and the job search. Training will be tailored to help librarians better assist patrons and job seekers and will be conducted by Caitlin Williams, a longtime consultant for ALA members on career-related issues through the ALA JobLIST Placement Center.

"I am grateful for the strong interest from the chapters in partnering with me on this program," Young says. "The thoughtful and creative ideas, many of which include coordination with other groups or other government agencies in their respective states, will have a positive and profound effect on our communities across the nation."

The program will commence with two days of workshops just prior to the 2015 ALA Midwinter Meeting &

GUIDING PATRONS THROUGH THE AFFORDABLE CARE ACT



Since the Affordable Care Act was signed into law in 2010, public libraries throughout the country have been working to provide access to information about the law while educating their communities about how implementation affects them. Defining the expectations and limitations of libraries' roles regarding support of the new law still remains a challenge.

A new book from ALA Editions, and the first written specifically for library staffers, is a useful guide to navigating this new avenue. *Libraries and the Affordable Care Act: Helping the Community Understand Health-Care Options,* by Francesca Goldsmith, offers best practices, advice, and examples of library responses from the first open enrollment period of October 2013–March 2014. It provides context, tools, and support that will allow libraries to alleviate staff-level confusion and encourage broader and more assured community support during a period of major policy changes to health care access and availability.

Purchase a copy at www.alastore.ala.org/detail.aspx?ID=11191.

CALENDAR

ALA EVENTS

Nov.: Picture Book Month, picturebookmonth.com.

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

2015

Jan. 30–Feb. 3: ALA Midwinter Meeting & Exhibits, Chicago, alamidwinter.org.

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

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

Apr. 12–18: National Library Week, bit.ly/1o1VvEt.

May 1–7: Choose Privacy Week, chooseprivacyweek.org.

May 4–5: National Library Legislative Day, ala.org/nlld.

June 25–30: ALA Annual Conference and Exhibition, San Francisco, bit.ly/1slXzr0.

Sept.: National 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/bwad.

Exhibits in Chicago, from January 30 to February 3, 2015. After Midwinter, training will move to a virtual classroom for an additional 14 weeks.

For more information and a full list of participating chapters, visit bit.ly/1v0YdbA.

$5,000 Grant Available for School Librarians

Public and private school libraries that serve children grades K–8 and are staffed by a state-certified librarian are invited to apply for the 2015 Sara Jaffarian School Library Program Award for Exemplary Humanities Programming. The winning library will receive $5,000.

Applicant libraries must have conducted a humanities program or program series during the prior school year (2013–2014). The program can be focused in many subject areas, including social studies, poetry, drama, art, music, language arts, foreign language, and culture.

Programs should focus on broadening perspectives and helping students understand the wider world and their place in it. They should be initiated and coordinated by the school librarian and exemplify the role of the library program in advancing the overall educational goals of the school.

Named after the late Sara Jaffarian, a school librarian and longtime ALA member, ALA's Jaffarian Award was established in 2006 to recognize and promote excellence in humanities programming in elementary and middle school libraries. It is presented annually by the ALA Public Programs Office in cooperation with the American Association of School Librarians (AASL).

Applications, award guidelines, and a list of previous winners are available at ala.org/jaffarianaward. Nominations must be received by December 15. Self-nomination is encouraged.

ALA Offers Guide to 3D Printing

ALA has launched an educational campaign to explore the public policy opportunities and challenges of 3D printer adoption by libraries.

Progress in the Making: An Introduction to 3D Printing and Public Policy is a tip sheet that provides an overview of 3D printing, describes ways libraries are currently using 3D printers, outlines the legal implications of providing the technology, and details ways libraries can implement simple yet protective 3D printing policies. A white paper and a series of tip sheets to help the libraries better understand and adapt to the growth of 3D printers, specifically as the technology relates to intellectual property law and individual liberties, are forthcoming.

"We have reached a point in the evolution of 3D printing services where libraries need to consider developing user policies that sup-

ALA INSTITUTE SHAPES LIBRARY LEADERS

Photo: *American Libraries*/Laurie D. Borman

Participants in the second annual ALA Leadership Institute pose with ALA Past President Maureen Sullivan (center, in red shirt) at the Eaglewood Resort and Spa in Itasca, Illinois.

Led by Sullivan and ACRL Content Strategist Kathryn Deiss, the immersive leadership development program held August 10–14 covered topics such as leading in turbulent times, interpersonal competence, power and influence, the art of convening groups, and creating a culture of inclusion, innovation, and transformation. For more information about the institute, including a list of 2014 participants, eligibility requirements, and an online application form, visit ala.org/transforming libraries/ala-leadership-institute.

port the library mission to make information available to the public," says Alan S. Inouye, director of the ALA Office for Information Technology Policy (OITP). "If the library community promotes practices that are smart and encourage creativity, it has a real chance to guide the direction of the public policy that takes shape around 3D printing in the coming years," he says.

The tip sheet is the product of collaboration between the Public Library Association (PLA), OITP, and United for Libraries. View the tip sheet at bit.ly/1rQc5a5.

YALSA Seeks Proposals for YA Symposium

The Young Adult Library Services Association (YALSA) is seeking program proposals and paper presentations for the 2015 Young Adult Services Symposium, Bringing It All Together: Connecting Libraries, Teens, and Communities, to be held November 6–8, 2015, in Portland, Oregon.

The annual symposium gathers librarians, educators, researchers, young adult authors, and other teen advocates to discuss the role of libraries in connecting teens to their community and beyond. Programs cover the entire spectrum of topics related to providing services for and with young adults, including readers' advisory and maintaining young adult literature collections. YALSA seeks proposals focused on programming, collections, digital and print literacy, youth participation, physical and virtual spaces, and partnering/collaborations.

YALSA invites interested parties to propose 90-minute programs, as well as paper presentations that offer new, unpublished research. Proposals must be submitted online by December 1. Applications can be found at ala.org/yalsa/yasymposium.

TRAVEL GRANTS FOR ALA ANNUAL

ALA offers many grants to librarians who plan to attend the 2015 ALA Annual Conference and Exhibition in San Francisco. Some require ALA or division membership while others are open to a larger audience. The list below represents a small sample of grants available. For a full list of grants, visit the ALA Awards Database at bit.ly/1xH4cXK.

BAKER & TAYLOR CONFERENCE GRANT

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

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

FIRST STEP AWARD

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

Award amount: $1,500.
Deadline: December 1.

ROUTLEDGE DISTANCE LEARNING LIBRARIANSHIP CONFERENCE SPONSORSHIP AWARD

Honors a librarian working in the field of, or contributing to, the success of distance learning librarianship or related library service in higher education. Administered by ACRL Distance Learning Section and sponsored by Routledge/Taylor & Francis Group.

Award amount: $1,200; must be ACRL member to apply.
Deadline: December 5.

ZORA NEALE HURSTON AWARD

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

Award amount: $1,250; must be ALA member to apply.
Deadline: December 14.

BUSINESS EXPERT PRESS AWARD FOR ACADEMIC BUSINESS LIBRARIANS

Presents funds and a citation to a new librarian in the field of academic business librarianship. Administered by RUSA/BRASS and sponsored by Business Expert Press.

Award amount: $1,250.
Deadline: December 14.

Nine Public Library Awards Available

PLA is offering nine service awards/grants that highlight the best in public library service and honor those bringing innovation, creativity, and dedication to public libraries. Many of the awards include an honorarium.

The awards include:

- Allie Beth Martin Award, honoring a public librarian who has demonstrated extraordinary range and depth of knowledge about books or other library materials and has the distinguished ability to share that knowledge;
- Baker & Taylor Entertainment Audio Music/Video Product Award, promoting the development of a circulating music and video collection;
- Charlie Robinson Award, honoring a public library director who, over a period of seven years, has been a risk taker, an innovator, and change agent;
- DEMCO New Leaders Travel Grant, enhancing the professional development of new public librarians by making possible their attendance at major professional development activities;
- EBSCO Excellence in Small and/or Rural Library Service Award, honoring a public library serving a population of 10,000 or less that demonstrates excellence of service to its community;
- Gordon M. Conable Award, honoring a public library staff member, library trustee, or public library that has demonstrated a commitment to intellectual freedom and the Library Bill of Rights;
- John Iliff Award, honoring a library worker, librarian, or library that has used technology as a tool to improve services;
- Romance Writers of America Library Grant, providing a public library the opportunity to build or expand its romance fiction collection and host romance fiction programming;
- Upstart Innovation Award, recognizing a public library's innovative and creative service program.

Nominations must be submitted online by 11:59 p.m. Central time on December 1. The submission form can be found at ala.org/pla/awards/apply. Awards will be presented at the 2015 ALA Annual Conference and Exhibition in San Francisco. ▮

BOOKS ON THE BORDER

REFORMA AIDS CHILDREN IN CRISIS

Reforma President Cisneros (right) and a Border Patrol agent at the Rio Grande Valley central processing center.

Photo: Rio Grande Valley Border Patrol

Reforma President Silvia Cisneros delivered 225 Spanish-language children's books to the Rio Grande Valley central processing center in McAllen, Texas, September 10, as part of Reforma's effort to help meet the social and emotional needs of unaccompanied children from Central America seeking refuge in the US. An estimated 70,000 undocumented and unaccompanied children will come to the US from El Salvador, Honduras, and Guatemala this year, fleeing violence and poverty in their home countries.

"We were seeing the photographs of children coming across," says Oralia Garza de Cortes, cochair of Reforma's Children in Crisis project. "We couldn't stand to be on the sidelines without asking what we could do. Books have always served as bibliotherapy, so we want to use them to help these children understand their world and the new world they live in," she says.

Children in Crisis works to provide books to US Customs and Border Protection detention centers where children stay when they first arrive in the US. That isn't a simple prospect. Access is highly restricted. Cisneros says she was initially told she could read to the children and hand out books. "Everything changed a day before I left, and they said I'd only be able to drop off books," she says.

The project is also working to provide books, information, and library services to shelters where many unaccompanied children stay while they're waiting to be reunited with their families in the US. These shelters are frequently operated by private charities, and they are more accessible. "I was able to volunteer the whole day at the center in McAllen," Cisneros says, delivering another 75 books, reading to children, and talking with families.

"We're trying to get the message out that libraries are safe, secure places to go for books and information, and many have Spanish-speaking librarians," project cochair Patrick Sullivan says. "In the countries that these children are coming from, in many cases, the library systems are pretty rudimentary if they exist at all."

Librarians interested in contributing can make donations at refugeechildren.wix.com/refugee-children, or contact a local Reforma chapter for volunteer opportunities.

GREG LANDGRAF *is a freelance writer based in Chicago.*

2014 ALA Nominating Committee Council Candidates

Joann Absi
Media Coordinator
Eugene Ashley High School
Wilmington, North Carolina

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

Doug Archer
Peace Studies, Global Affairs and Political Science Librarian
Hesburgh Libraries, University of Notre Dame (Ind.)

Tamika Barnes
Library Director
Georgia Perimeter College
Dunwoody, Georgia

Sandra Barstow
Head of Collection Development
University of Wyoming Libraries, Laramie

Buenaventura "Ven" Basco
Interim Head, Circulation Services
University of Central Florida
Orlando

Jennifer Wann Boettcher
Business Bibiographer
Georgetown University
Washington, D.C.

Brett Bonfield
Director
Collingswood (N.J.) Public Library

Steve Brantley
Head of Reference Services
Eastern Illinois University
Charleston

Mary Frances Burns
Director
Morley Library
Painesville, Ohio

Sara Dallas
Director
Southern Adirondack Library System
Saratoga Springs, New York

Trevor Dawes
Associate University Librarian
Washington University
St. Louis

Vicki Emery
Media Coordinator
Lake Braddock Secondary School
Burke, Virginia

Chuck Gibson
Director/CEO
Worthington (Ohio) Libraries

Jane Glasby
Manager, Library for the Blind and Print Disabled
San Francisco Public Library

Selina Gomez-Beloz
Library Manager
Timberland Regional Library
Centralia, Washington

Millie Gonzalez
Emerging Technologies and Digital Services Librarian
Framingham (Mass.) State University

Melissa Heather Gotsch
Branch Manager
Baltimore County (Md.) Public Library

Clem Guthro
Director of Libraries
Colby College
Waterville, Maine

Michael Gutierrez
Associate Librarian
University of Delaware Library
Newark

Michelle Hamiel
Associate Director for Public Services
Prince George's County Memorial Library System
Hyattsville, Maryland

Mary Kathleen Hanselmann
Chief Librarian
Defense Language Institute Foreign Language Center
Monterey, California

Carl Harvey II
School Librarian
North Elementary School
Noblesville, Indiana

Eboni Henry
Branch Manager
District of Columbia Public Library
Washington, D.C.

Holly Suzanne Hibner
Adult Services Coordinator
Plymouth (Mich.) District Library

Kathy Hicks-Brooks
Media Specialist
Ben Davis High School
Indianapolis

Nann Blaine Hilyard
Retired
Winthrop Harbor, Illinois

Megan Hodge
Teaching and Learning Librarian
Virginia Commonwealth University, Richmond

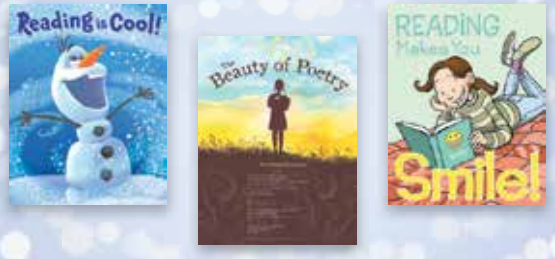
Jamie Hollier
Co-CEO
Anneal, Inc.
Denver

Amy Hoseth
Associate Professor/Coordinator for Onsite Services
Colorado State University Libraries, Fort Collins

Rebecca (Becky) Jackman
School Librarian
New Providence Middle School
Clarksville, Tennessee

The Winter 2014 Graphics Catalog is here!

GIFTS • INCENTIVES • POSTERS • BOOKMARKS



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ala graphics

Cristol Michelle Kapp
Librarian
Hamilton County Department of Education/Clifton Hills Elementary School
Chattanooga, Tennessee

Linda Ann Kopecky
Head, Research and Instructional Support Department
UWM Libraries, University of Wisconsin–Milwaukee

Cheryl Lee
Program Coordinator/ Branch Manager
Santa Clara (Calif.) City Library

Dennis LeLoup
School Librarian
Avon (Ind.) Intermediate School

Rodney Lippard
Director
Learning Resource Centers Information Commons
Rowan-Cabarrus Community College
Salisbury, North Carolina

Leo Lo
Head
McLure Education Library
University of Alabama
Tuscaloosa

Pauline Manaka
Research Librarian: Anthropology, Demography, Sociology, and Women Studies
University of California, Irvine

John Turner Masland
Resource Sharing Supervisor
Portland (Oreg.) State University Library

Sharon McKellar
Community Relations Librarian
Oakland (Calif.) Public Library

Joy A. Millam
Teacher Librarian
Valencia High School
Fountain Valley, California

Virginia B. (Ginny) Moore
Retired Librarian
Oxon Hill, Maryland

Tom Moothart
Assistant Dean for Resource Services
Colorado State University Libraries
Fort Collins

Jacqueline Ciccio Murphy
Senior Consultant, Public Libraries and Community Relations
Colorado State Library, Colorado Department of Education, Denver

Barbara J. O'Hara
Library Director
Scott County Public Library
Georgetown, Kentucky

Johana Orellana-Cabrera
Community Service Librarian
San Mateo County Library
East Palo Alto, California

Heawon Paick
Branch Manager
Los Angeles Public Library, Junipero Serra Branch

Martha Parker
Librarian-in-Residence
University of Arkansas at Fayetteville

Celise Reech-Harper
Associate Director
Beauregard Parish Library
DeRidder, Louisiana

Colby Riggs
Project Coordinator/ Systems Librarian
University of California, Irvine

Alexandra Rivera
Student Enrichment and Community Outreach Librarian
University of Michigan
Ann Arbor

Romelia Salinas
Reference Services Coordinator
California State University
Los Angeles

Michael Santangelo
Electronic Resources Coordinator
BookOps, the Shared Technical Services Department of New York Public Library and Brooklyn Public Library
Long Island City, New York

Jules Shore
Systems Librarian
National Library of Medicine
Bethesda, Maryland

Angelique Simmons
Chief Librarian
DFMWR J. L. Throckmorton Library, Department of the Army
Fort Bragg, North Carolina

Dana Skwirut
Children's Librarian
Edison Township (N.J.) Public Library

Ruth Tobar
Retired
Grand Rapids, Michigan

Tess Tobin
Administrative Services Librarian
New York City College of Technology (CUNY), Brooklyn

Pat Toney
Children's Services Librarian
San Francisco Public Library

Candace Townsend
Head, Reference and Collections Support Section
Library of Congress
Washington, D.C.

Ngoc-Yen Tran
Outreach and Student Engagement Librarian
University of Oregon, Eugene

Jay Turner
Director, Continuing Education and Training
Georgia Public Library Services
Atlanta

Jason Vance
Associate Professor/ Information Literacy Librarian
Middle Tennessee State University
Murfreesboro

Francisco Vargas
Youth Services Officer
Long Beach (Calif.) Public Library

Joan Weeks
Senior Instruction Librarian
Library of Congress
Washington, D.C.

Janice Welburn
Dean, University Libraries
Marquette University
Milwaukee, Wisconsin

Amanda Wilson
Director
National Transportation Library,
Washington, D.C.

Vance Wyatt
Trustee
North Chicago (Ill.) Public Library

MEMBER ALERT

PREPARE FOR THE 2015 ALA ELECTION

Individuals interested in running for ALA Council by petition have until 11:59 p.m. Central time on February 6 to file an electronic petition with the ALA executive director. The petition must have the signatures of no fewer than 25 ALA current personal members. An additional form containing biographical information and a statement of professional concerns must also be submitted electronically with the petition. Instructions for filing petitions and additional voting information can be found at ala.org/aboutala/governance/alaelection.

Ballot mailing will begin on March 24. The election will close on May 1. The results will be announced on May 8. Individuals must have renewed their ALA membership by January 31, 2015, to be eligible to vote.

Ferguson's Safe Haven

Library becomes refuge during unrest

School was set to begin in Ferguson, Missouri, just days after the August 9 shooting death of unarmed black teenager Michael Brown by city police—an event that sparked protests, civil unrest, and a shutdown of the city.

After being informed that classes would be canceled, Carrie Pace, an art teacher at Ferguson's Walnut Grove Elementary, wanted to do something, anything, to help with the recovery. While driving through town she passed the Ferguson Public Library. That's where she got the idea to use the facility as a place for kids to go as a refuge from the chaos taking place outside.

Pace met with Ferguson Library Director Scott Bonner with the idea of setting up a makeshift school. She says her first meeting with Bonner was an emotional one: "I got out half a sentence before I was in tears."

> "We wanted to make the public aware that if it's bad out there, you can still come in here."

Bonner and company wasted no time in getting the word out that kids who wanted to learn could come to the library. Pace started out with a few emails about the library holding classes, and a handful of teachers and staffers stood outside the library with homemade signs that invited parents to bring their children.

The effort attracted about a dozen students on the first day, but within 24 hours newspapers and television stations began calling, and the effort went viral, Pace says. News reports and social networking efforts on Facebook and Twitter offered a positive story for reporters and a public relations opportunity for the library. On the second day, about 40 kids and 12 adults showed up at the library. By the end of the week, that number had ballooned to about 200 kids and dozens of adults, Pace says. So many people became involved, overflow from the library-turned-pop-up-school had to be housed at a nearby church.

Volunteer efforts and donations of books, supplies, and lunches for the kids started pouring in from individuals and organizations such as Teach for America, the Saint Louis Science Center, Operation Food Search, and the Missouri National Park Service. "There were so many volunteers (by the end of the week) that we had to turn people away," Pace says.

Bonner says before teachers started holding informal classes, the library had already posted a sign noting: "During difficult times, the library is a quiet oasis where we can catch our breath, learn, and think about what to

LIBRARY MARKS 75TH ANNIVERSARY OF FIRST SIT-IN

On August 21, children from a local recreation center in Alexandria, Virginia, helped commemorate the 75th anniversary of the earliest known civil rights sit-in at an American library. The ceremony included the unveiling of a historical marker (far right). The little-known event took place in 1939 at the Barrett branch of Alexandria Library, when six African-American men peacefully demonstrated an act of civil disobedience after being denied library cards. The demonstration ended when police officers escorted the men, ages 18–22, from the library and arrested them for "disorderly conduct." The event predated the civil rights movement by more than 15 years. (Photo: Alexandria Library)

Signs at Ferguson (Mo.) Public Library remind patrons and the community that the library is a safe haven.

do next." The library also used social media to remind patrons that the facility is open to residents to come read, check email, and get water.

"We wanted to make the public aware that if it's bad out there, you can still come in here," Bonner tells *American Libraries*. "The oasis comment was a gentle reminder not to bring the trouble" into the library.

He says the library already provides shelter for residents when temperatures become too extreme. Ferguson Public Library also was used as a crisis center in the aftermath of a tornado that hit the area a few years ago.

"If you can keep open and keep doing what you're doing, you are going to be a safe haven," Bonner says.

Libraries have served this function longer than people know, but social media has made it easier to get the word out about such efforts, he says. The media attention has resulted in a book drive, financial contributions, and other resources being sent to the library from across the country.

Gerald Brooks, president of the Missouri Library Association, says libraries in the state have been used as designated heating and cooling stations for 10 to 15 years now. He says the libraries in St. Louis are used as places of refuge at least twice a year.

The public perception of libraries is changing, he says, and patrons are increasingly expecting them to offer more than just books.

"Ninety-nine percent of the money (for libraries) comes from taxpayers," Brooks says. "They expect us to be there when they need us."

—Timothy Inklebarger, freelance reporter based in Chicago

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Photos: Scott Bonner

A Novel in 30 Days

Libraries embrace NaNoWriMo

Last November, 310,095 writers embarked on a mission to pen a 50,000-word first draft of a novel in one month. That's approximately 1,667 words every day for 30 days. The challenge is the crux of National Novel Writing Month (NaNoWriMo), an event that fosters creativity and community among writers of all ages and skill sets. Since its inception in 1999, when only 21 people took part, NaNoWriMo participation has increased exponentially, and the program has grown into a global phenomenon. Libraries have played an important role in that growth, opening their doors to host events throughout the month to help writers hone their craft.

"It's a natural partnership," Lissa Staley, public services librarian at Topeka and Shawnee County (Kans.) Public Library (TSCPL), tells *American Libraries*. "We have everything you need to write a novel."

TSCPL offers two four-hour "write-ins" in November, allowing NaNoWriMo participants to work in close proximity to other writers. A fiction-writing workshop and a kickoff event are held in October to build enthusiasm. Creating a supportive environment is key, Staley says.

"We're trying to bring people into the knowledge that a novel can be written in 30 days, and [we] also try to create a space where newcomers can be surrounded by people who have done it," she says. "We want to make everyone feel like they're part of the club. It's hard to find that kind of encouragement in the real world."

Eric Riley, coordinator of adult programs and partnerships at District of Columbia Public Library (DCPL) in Washington, D.C., echoes Staley's comments.

"We want to be a place where people can read, write, and create," he says. "Our NaNoWriMo programs raise awareness of writing and get people curious. They offer patrons a chance to see others writing in the wild and to think, 'Maybe I can do that.'"

To encourage participation, DCPL added friendly competition to its NaNoWriMo events. Every writer who met or passed the 50,000-word goal won a mug, a journal, a printed copy of his or her book from DCPL's print-on-demand machine, and a Finish-It Toolkit designed to help take the next steps with a draft, including vouchers for workshops on creating cover art and typesetting.

Of the nearly 70 participants in 2013, 30 finished their books, says Riley. To encourage further work, DCPL followed up with each writer and connected them with independent authors, who provided guidance on completing their projects.

Twelve DCPL libraries will serve as host sites for official NaNoWriMo "Come Write In" programs this year. "Come Write In" provides resources to libraries, bookstores, and other public spaces to facilitate writing events: promotional materials such as posters, window clings, and bookmarks (available for the price of shipping), access to a local NaNoWriMo liaison who can help

A display at Topeka and Shawnee County (Kans.) Public Library encourages NaNoWriMo participation.

Photo: Michael Perkins/Topeka and Shawnee County (Kans.) Public Library

organize events, and inclusion in a searchable public database (nanowrimo.org/regions) of all participating organizations around the world.

The "Come Write In" program was the brainchild of Sarah Mackey, NaNoWriMo director of community engagement. A library staffer for seven years in Edmonton, Canada, before joining NaNoWriMo, Mackey says she understands the synergy between the two groups.

"There are no more library-friendly people around than writers," she says. "NaNoWriMo events are a great way for libraries to engage with writers and get them to rediscover the library."

Libraries make up 80% of "Come Write In" host sites, and NaNoWriMo hopes to increase that number, Mackey says. To encourage library participation, NaNoWriMo offers a guide (bit.ly/libraryNaNoWriMo) specifically geared toward administrators who have concerns about the viability of running a NaNoWriMo program. The guide provides testimonials, answers questions about the events, and stresses the ease of implementation. This latter aspect is a selling point for many libraries.

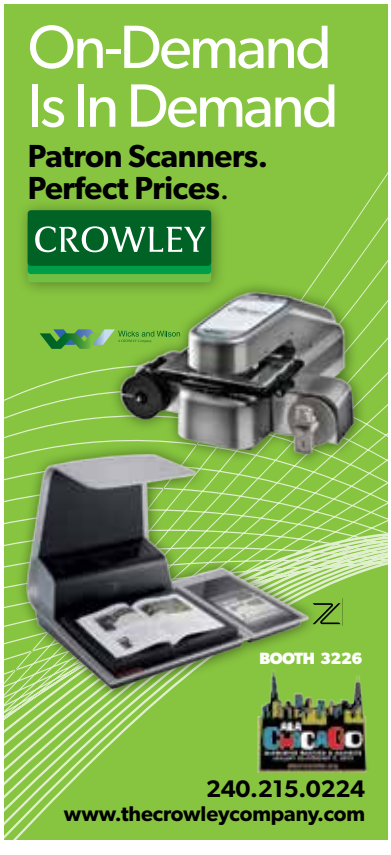
> Libraries have played an important role in National Novel Writing Month's growth, opening their doors to host events throughout November to help writers hone their craft.

"NaNoWriMo is one of the easiest, less intense programs I work on," says Ruth Percey, teen services librarian at Oshkosh (Wis.) Public Library. "It's really cheap. NaNoWriMo provides the handouts and materials. All you need is space for people to write."

Oshkosh hosts writing events each week in November. In addition to space to write, it also offers word ninjas—slips of paper with random words or situations printed on them—to help writers in need of inspiration. The Oshkosh Friends group provides refreshments.

Oshkosh uses NaNoWriMo as a springboard to promote creativity year-round. Local authors are invited to speak once a month on navigating the publishing world, networking, and improving the presentation of works in progress. The library also hosts a show on the local public access channel to promote writers' days and conferences at the library and to conduct author interviews. The cross-promotion is reciprocal, says Percey. "People who read make better writers, and writers are the best readers," she says.

—Phil Morehart



Promoting Access for Blind and Visually Impaired Patrons

An IFLA manifesto and its strategic importance for American libraries

On June 28, 2013, delegates from member countries of the World Intellectual Property Organization (WIPO), a United Nations agency, signed the "Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled" (*AL,* Sept./Oct. 2013, p. 14). This historic treaty, intended to ease international copyright restrictions on publications for print-disabled readers, still requires ratification by at least 20 WIPO member countries in order to become legally binding.

At the 37th UNESCO General Conference in Paris in November 2013, a parallel resolution passed overwhelmingly. Endorsed by the Governing Board of the International Federation of Library Associations and Institutions (IFLA) and developed by its Libraries Serving Persons with Print Disabilities (LPD) section, the "Manifesto for Libraries Serving Persons with a Print Disability" (the LPD Manifesto) is an expression of the political will to include everyone in the information stream. It urges libraries worldwide to "improve and promote accessible library and information services" to the estimated 285 million blind and visually impaired people on the planet. Nearly 21 million reside in the United States, not including millions more with print disabilities due to physical or organic reading impairment such as dyslexia.

The LPD Manifesto points to the necessary services, collections, equipment, and facilities that libraries must provide to ultimately level the playing field and help eradicate the current "book famine," a term coined by the World Blind Union to draw attention to the fact that less than 5% of books published annually are accessible to print-disabled individuals.

The history of the manifesto dates back to the IFLA LPD "People, Public Libraries, Publishers" conference (P3 conference) in Mechelen, Belgium, in August 2009. The LPD section began drafting a statement to raise political awareness and support the negotiation process at WIPO for what later became the Marrakesh Treaty. The LPD Manifesto went through many drafts and was finally endorsed by the IFLA governing board in April 2012, too late for adoption at the UNESCO 36th Biennial General Conference held in Paris in November 2011. With

Two different types of refreshable Braille display laptop readers demonstrated at the 2011 Universal Learning Design Conference, Brno, Czech Republic.

Photos: Wikimedia Commons used CC BY-SA 3.0.

the help of IFLA staff, LPD applied for UNESCO recognition in November 2013 and was successful in gaining adoption of the Manifesto at the Paris conference.

As WIPO stakeholders continue to develop the infrastructure and mechanics for sharing digital files of accessible-format works through the Accessible Books Consortium (launched in June 2014 to implement the objectives of the Marrakesh Treaty), decision makers and library leaders who support equitable library services are encouraged to create action plans that follow the legislative, economic, and universal design guidelines described in the Manifesto. With the advent of digital information, accessible platforms, technology, and hardware, the opportunity for equitable access for people with print disabilities is now within reach. The full text of the LPD Manifesto, endorsed by IFLA in April 2012, follows.

The LPD Manifesto

Lack of access to information is the biggest barrier for persons with a print disability to fully and effectively participate in all aspects of society.

The United Nations Convention on the Rights of Persons with Disabilities (especially articles 9, 21, and 24) states that print-disabled people have the right to equal access to books, knowledge, and information at the same time, cost, and quality as everyone else.

There are over 285 million blind and partially sighted people in the world, and this number is growing. There are even more people with other print disabilities who cannot effectively read print because of a physical, perceptual, developmental, cognitive, or learning disability. Together this makes up a very large number of people who cannot read a conventional book, magazine, or website. Less than 5% of all published materials and reportedly less than 20% of websites are accessible to this target group.

With the advent of digital information, accessible platforms, and technology, the opportunity for equitable access is now within reach.

Libraries are a community's "portal" to information, knowledge, and leisure, and their services need to be made accessible for all. Content and technology providers are essential partners in developing these inclusive information and leisure reading services. They should do so by making good use of the emerging possibilities of digitized publishing and delivery.

Statements. The International Federation of Library Associations and Institutions promotes the right of people with a print disability to equitable access to all library and information services and supports international and territorial legislation that fights disability discrimination.

IFLA recommends that all library and information providers, as part of their core services, put in place services, collections, equipment, and facilities, which will assist individual users with a print disability to access and use resources that meet their particular needs for information.

IFLA encourages library and information service providers to consult individuals with a disability, and groups representing them, in the planning, development, and ongoing delivery of services.

IFLA acknowledges that the best services are provided by professionals who are aware of the needs of, and service options for, people with a print disability. Therefore, IFLA encourages all library and information services to ensure that staff are adequately trained and available to work with users with a print disability, and supports career-long professional development and formal library and information studies programs, which will facilitate the strengthening of equitable library and information services to people with a print disability.

IFLA supports efforts to improve access to resources by people with a print disability through service agreements, referrals, and sharing of resources between library and information services; and between these and other organizations specializing in services targeted for people with a print disability. Therefore, IFLA encourages the establishment and development of an international network of libraries of accessible materials.

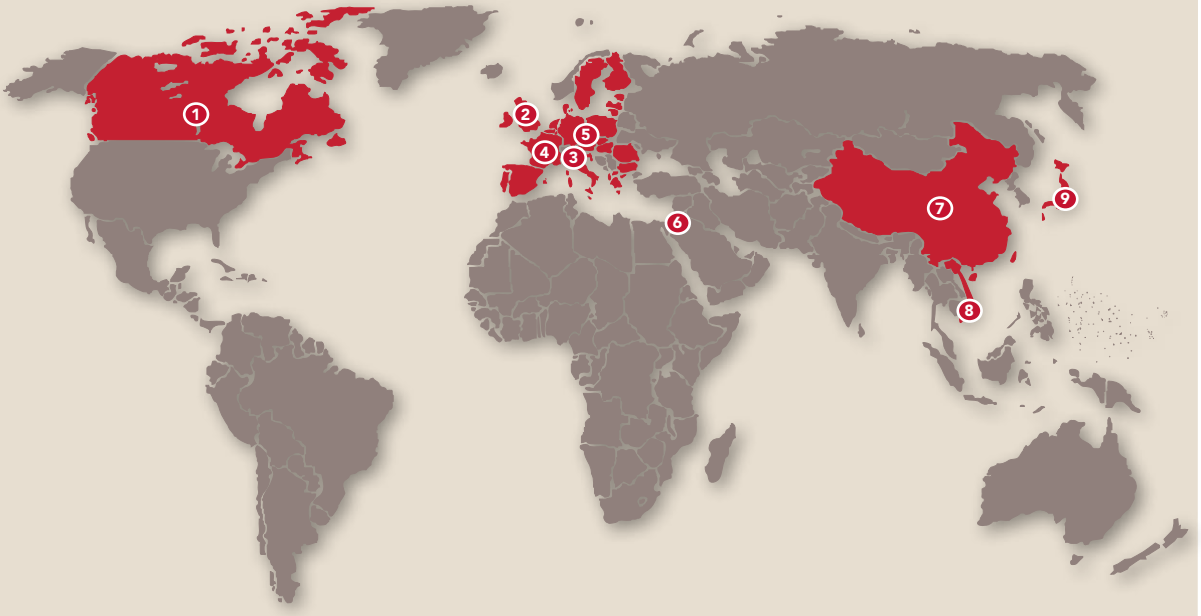
IFLA supports efforts to ensure that copyright legislation enables equal access by people with a print disability to information from all libraries and information providers.

In addition to meeting legislative requirements, IFLA encourages the observation of universal design principles, guidelines, and standards to ensure that library and information services, collections, technologies, equipment, and facilities meet the identified needs of users with a print disability.

Implementing. To promote the implementation of the statements in this document, IFLA encourages: decision makers at international, national, and local levels to continuously develop and execute action plans for library and information services to persons with a print disability; decision makers at international, national, and local levels to include in their action plans mechanisms for (self-) monitoring the progress made on the implementation; all funding bodies to adequately resource library and information services for persons with a print disability.

—Mike L. Marlin, director, California Braille and Talking Book Library

GLOBAL REACH



CANADA 1

Prison advocates fear Canadian inmates are losing access to books and libraries, making it harder to improve their literacy skills and prepare them for reintegration into society after they are released. Federal prisons in Saskatchewan, Ontario, and Quebec are cutting library hours and library staff due to budget cuts, limiting access to books.—*CBC News, Sept. 4.*

UNITED KINGDOM 2

A £1.1 million ($1.8 million US) campaign by Cambridge University Library to secure one of the most important New Testament manuscripts, the 7th-century Codex Zacynthius, has been a success. The library reached its appeal target after the National Heritage Memorial Fund recognized its importance and stepped in with a grant. The manuscript (a palimpsest) will now undergo multispectral imaging.—*Cambridge University Library, Sept. 12.*

EUROPEAN UNION 3

European libraries can digitize books and make them available at electronic reading points without first gaining consent of the copyright holder, the Court of Justice of the European Union ruled on September 11. Libraries can use this exception to publish works on electronic terminals on their premises, the court ruled. However, libraries cannot permit visitors to print out the works or store them on a USB stick.—*PC World, Sept. 11.*

FRANCE 4

The state-operated railway company, Société Nationale des Chemins de Fer Français, opened its first digital library on September 12. The service, which offers ebooks for train passengers, will be tested for 6–12 months on the Nancy-Metz-Luxembourg regional line and could expand to the entire country. Travelers scan a QR code to get free access to literary classics.—*Le Figaro, Sept. 11.*

CZECH REPUBLIC 5

Google will digitize about 140,000 volumes for the National Library in Prague, and its manuscripts and old prints will be available for free in the Google Books project and the Manuscriptorium European Digital Library. So far, Google has digitized more than 30,000 books from the Slavic collection, mainly 19th-century literature.—*Czech News Agency, Sept. 3.*

ISRAEL 6

The Israel Antiquities Authority (IAA) announced September 9 that it is joining forces with the Rockefeller Museum, Israel Museum, and Dead Sea Scrolls Digital Library to create National Treasures (bit.ly/ZwlQ2r), an "internet archeological museum." The IAA said the site will feature some 2,500 rare artifacts, representing "the most important archaeological collections in the Middle East."—*Jerusalem Post, Sept. 9.*

CHINA 7

Liren, a nongovernmental organization that had run a rural library project with as many as 22 libraries, announced that it is closing down, citing "tremendous pressure" from local authorities. No reason was given for the shutdown. Since 2007, Liren had devoted itself to providing children in underprivileged areas with free access to books and fostering independent thinking. Some 40,000 readers, mainly rural school students, were affected.—*New York Times, Sept. 22.*

VIETNAM 8

Nguyen Quang Cuong, a lecturer at Quy Nhon University, has run on his own initiative a free library with almost 10,000 books and magazines for the past 10 years. His goal was to instill an interest in reading among local students and encourage needy kids to pursue their education. Cuong set up the Hoa Cuong Library in his home town in Hà Tinh province.—*TalkVietnam, Sept. 14.*

JAPAN 9

The Hatsukaichi Municipal Library is trying to get readers excited about using the Nippon Decimal Classification (similar to Dewey). It has designed a team of 10 cute and colorful anime characters to accompany call numbers, one for each starting digit of the NDC. It has also created a mini-manga in which some of the characters make appearances.—*RocketNews 24, Sept. 26.*

NEWSMAKER: **URSULA K. LE GUIN**

Science fiction and fantasy author Ursula K. Le Guin—who turned 85 on October 21—received an honorary National Book Award in September, joining the company of writers like Toni Morrison and Norman Mailer. Le Guin, author of *The Left Hand of Darkness* and the Earthsea series, has supported ALA's "Authors for Library Ebooks" campaign since it launched in June 2013. She sits on a digital publishing advisory committee for the Multnomah County (Oreg.) Library and is a founding member of Book View Café, a cooperative publisher with a policy of discounting ebook sales to libraries. She spoke with *American Libraries* about why you sometimes have to stick your neck out for an important cause.

In interviews, you've talked about your dismay with the direction of corporate publishing. Is that what led to your involvement with ALA's "Authors for Library Ebooks" campaign?
URSULA K. LE GUIN: I think it was because I had blogged about the position of libraries in the new publishing world and worked with our library here in Portland. The whole ebook problem is with the publishers withholding ebooks from libraries—and of course readers want them and of course libraries want to give them, just the way they give other books, so what's the big difference? Why are publishers being so extraordinarily mean?

It does boggle the mind. It's as if they're acting in a sort of blind panic, which never leads to good things, does it?

Do you think there's a misperception that libraries are actually to blame for the situation? Always. Your average library patron is so used to the extraordinary generosity of a library; we all take it for granted. They give us books for nothing! And so when they can't, people tend to interpret it as they won't. That's perfectly natural, but it's kind of hard on the libraries.

Do you have a personal preference between ebooks and physical books? I prefer to read on paper. I don't have an e-reader, but I wish I did. It must be wonderful traveling; you can take 20 books with you instead of two.

Why do you think it matters what price publishers choose to sell ebooks to libraries? It's a matter of justice, of fairness. It is simply unfair to punish libraries by charging them 300% more than you charge a book dealer. There is the matter of the community of readers and publishers and libraries. There's the matter of honoring that. It's an old community, and it is very important, and such policies dishonor it. Right there, that's a pretty big reason.

Three years ago you were one of the authors to sign a petition in support of the Occupy movement. It seems fair to say that you believe in taking a stand. Has that always been part of your personality? I'm a very private person, but since the 1960s, when I got involved in protests against testing atomic bombs, I have taken part in certain protest movements. The most active part I ever took had to do with the Google digitization business. I actually led a group of writers to protest that settlement. I live off my copyrights, so I wanted to help defend them against what was, well, *is* an ongoing and rather vicious attempt to make copyright meaningless.

Many people may not like the direction events are going, but not everyone publicly says so. Of course, not everybody's a writer! To be a writer and to have stuck your neck out fiction-wise.... You know that some people will read you if you're a published writer with some reputation, that you have a little clout—I haven't got much, but I've got a little—it seems wicked not to use it. I shouldn't say wicked, but lazy.

Lots of lazy people out there, though. I have to admit, maybe I kind of enjoy a bit of a small fight. ▮

Photo: © Marian Wood Kolisch

The Price of Patronage

The hidden cost of library fees

by Jennifer Dewey

When I travel, the first thing I typically seek out in any new city is its public library. It gives me immense pleasure to see a thriving library, full of patrons taking advantage of all the materials and services each unique place has to offer. But I know I am not alone. Any bibliophile will likely fess up to similar behavior.

In 2012 I moved from the US to Wellington, New Zealand. On the first day in my new country, my husband steered us through the busy Civic Square to Wellington Public Library so we could look into the requirements for obtaining our own borrowing cards.

Increasing library fees can have a negative emotional and social impact on a community and its relationship with its library.

Curious about the loan times and fine costs, I grabbed a brochure to peruse. All looked fairly similar to the public library where I last worked, but I balked when I reached an unfamiliar section: Charges for borrowing certain items amounted to $4 NZ ($3.31 US) per video, $1 NZ ($0.83 US) per CD rental, and $5 NZ ($4.13 US) for a bestseller! Even audiobooks and magazines come at a cost. I was shocked. I was accustomed to a library that circulated materials at no cost, and money was exchanged only for overdue, lost, or damaged items.

America may be called the land of the free, but pretty much everything has a price. Libraries are facing vicious budget cuts, making do with less while working to keep the level of service and quality of materials they provide higher than ever. They are negotiating the uncharted territory of e-media and the widespread need for internet service, new technology, and the staff and education to go along with them. All these challenges point to the obvious: Libraries need money to exist.

As D. J. Hoek so aptly illustrated in his March/April 2013 *American Libraries* column "There Are No Free Libraries," just because taking something out of a library is free, it "doesn't mean libraries are free. It means that the cost of libraries is worth every cent."

Hamilton, a city north of Wellington, raised fees in July 2012 for overdue materials, placing holds, and membership for non-Hamilton residents. Though the measure was designed to increase library revenue, the result was the opposite. Library numbers dropped dramatically, with 90,000 fewer issues in the first six months of the increase, and foot traffic decreased by 8%. Books were piling up on the shelves for lack of circulation.

The measure was estimated to earn the city an extra $205,000 in revenue, but it actually dropped by $45,000. Numbers indicate the fiscal failure of the decision, but they also point to a more insidious side effect: the negative emotional and social impact that increasing library fees has on a community and its relationship with its library. Hamilton City Council faced resistance when the fees were initially proposed in 2011, and no doubt there is a bitter taste in the mouths of Hamilton's library users, past and present.

There are other effects I noticed in the world of library fees. Waitlists were much shorter and media materials were generally in better condition. But that means things were likely circulating less, and fewer people were getting use of the materials. Fewer people were also using the library's computers. Along with fees for physical library materials, Wellington City Libraries charge for internet use. Those lucky enough to afford personal internet plans and electronic devices don't necessarily feel the deprivation caused by fee-based web use at the library. But those who can't afford it, who are traveling, or who are temporarily homeless or jobless acutely feel the need.

Libraries worldwide require funding solutions, but increasing fees is not viable. Libraries need users as much as users need libraries. Let's not give people reason to turn away. ▮

JENNIFER DEWEY *is adult programming librarian at Denver Public Library. Email: jennifer.ac.dewey@gmail.com.*

What They Said

"To include a few mild pro-gay or gay-acknowledging books in the children's collection or elsewhere hardly shifts the ideological heft of most libraries toward some sort of liberal utopia. To the contrary, it simply begins to serve and represent members of the reading community who until very recently were forced to be invisible. This, it seems obvious, should be one of the librarian's primary goals.... No, libraries cannot be neutral, but we should strive to be sure that they are as capacious as possible."

J. BRYAN LOWDER, assistant editor, on how the lack of LGBTQ-affirming books (in libraries and on other shelves) reflects an ideological choice, responding to the Illinois Family Institute's assertion that librarians and anticensorship advocates are "ridiculing" parents who don't want their children exposed to books on controversial topics, including "sexual perversion," in "Should Libraries Stock Anti-Gay Books?" Slate, Sept. 5.

"While raising a child can take a proverbial village, for me it took a library. I began reading at the age of 5 and had traveled from the Alps (*Heidi*) to Atlanta (*Gone with the Wind*) to England (*Jane Eyre*) by the age of 10. While all were influential, I read the most life-changing book when I was 48."

JAN KARON, author of *Somewhere Safe with Someone Good,* on how reading *Village Diary* by Dora Saint inspired her to escape the "bonds of the ad world" and "patch together a village of [her] own," in "The Book that Changed My Life," *AARP The Magazine,* Aug./Sept. 2014.

"Libraries have always been a place to access rare, hard-to-find objects. Commercial books aren't rare, hard-to-find objects anymore, so library collections are being used in different ways. We use Big Data—which in the library world is just called data—to analyze what items are in demand across the system."

ELI NEIBURGER, deputy director, Ann Arbor (Mich.) Public Library, on libraries broadening their collections to include tools like sledgehammers and hacksaws as well as lawn mowers, cake pans, and knitting needles to meet community needs—especially during the economic downturn, when patrons are more reluctant to make big purchases themselves, in "Taking a Long-Overdue Sledgehammer to the Public Library," *Fast Company,* Sept. 9.

"What we probably mean when we say 'neutral' is that we value providing access to multiple interpretations and believe that people should be allowed to make up their own minds. We also have a soft spot for enlightenment ideas about rationality and evidence being useful tools for doing that."

BARBARA FISTER, librarian at Folke Bernadotte Memorial Library at Gustavus Adolphus College in St. Peter, Minnesota, on libraries being "radical" social institutions that defend community members' access to information and that oppose censorship, support privacy, and defend intellectual freedom, in "Neutrality, Equality, and the Net," Inside Higher Ed: Library Babel Fish, Sept. 9.

"Protecting unfettered access to information is important whether that research is done using physical books or online search engines. But now it has become common knowledge that governments and corporations are tracking our digital lives, and that surveillance means our right to freely research information is in jeopardy. When you know that people are recording what you are doing online or if you know cops, the FBI, the DEA, or ICE could access your library or digital history, chances are you are not going to say or research what you might otherwise. Self-censorship ensues because surveillance chills speech."

ALISON MACRINA, librarian and IT manager at Watertown (Mass.) Free Public Library, and APRIL GLASER, staff activist at the Electronic Frontier Foundation, on how Massachusetts librarians are working to give their patrons a chance to opt out of surveillance, in "Radical Librarianship: How Ninja Librarians Are Ensuring Patrons' Electronic Privacy," Boing Boing, Sept. 13.

"There is a gap between people saying libraries are important to them and the extent they use them."

DOUGLAS WHITE, head of advocacy, Carnegie UK Trust, on fewer people visiting libraries in Glasgow, Scotland, although they still see libraries as an essential community service, in "Decline in Visitors to Libraries as Users Go Online," *Glasgow Herald* (Scotland), Sept. 8.

"A school library is not in contradiction to technology but rather should enhance our use and understanding of it. Effective school libraries are more than books. They are hubs of learning with well-trained and well-supervised staff. The school library is one of the best options for addressing the civil rights of our students."

REBECCA CONSTANTINO, founder and executive director of Access Books, a nonprofit that aims to improve the quality of school libraries, in an op-ed "LAUSD's Students Need Better Libraries, Not iPads," *Los Angeles Times,* Sept. 14. ▮

RIP, IPL

A fond farewell to the Internet Public Library

by Joseph Janes

I've had multiple occasions this year to reflect on the passage of time: 2014 marks 35 years since I went to college (and never left—though I can't say I wasn't warned), and 25 years since I completed my doctoral degree and took my first faculty job. For the record, I was a boy genius, though it wore off.

And now, word has reached me that the Internet Public Library (IPL), which I wrote about in the last issue, will no longer be supported at the end of this year. The news means that IPL will just miss making its 20th birthday, next March 17 (the happy coincidence of my Irish heritage and a convenient Friday deadline). IPL started in a graduate seminar I led and then took on a life of its own, helped by many willing, kind, and generous hands along the way.

The Internet Public Library—which will cease operations at the end of 2014 after almost 20 years—has helped people and the profession to think about libraries and librarians in a new way.

There are too many memories and too little space to rehearse them, so I'll leave "legacy" discussions, should any there be, to others better suited. Let me instead tell you three reasons why the initial project was so successful then; these are still potent object lessons today. Never underestimate the power of:

- **Obsession.** That initial group worked its tail off to build something people could be proud of. Not for me or for a grade but rather for the wider community and for themselves. They pushed and supported one another and had the experience of a lifetime, putting together the first globally available reference service, a fantastic collection of resources, a beautiful and appropriate design, and the only thing I insisted on: a story hour, all with humanity, good humor, and professionalism of the first order. In 10 weeks. For two credits. Later generations added their ideas and insights and passion and left it the better.
- **A well-written press release.** "Bold initiative heralds the creation of tomorrow's library today." Potent stuff; it got a lot of attention online and raised the stakes for the work. I don't mean to imply that the press release was all it took; far from it. The work was superb, thoughtful, and innovative, and that is what really carried the day. However, the marketing piece was important to get that initial attention, and it reinforced for all of us just how critical advocacy and marketing can be.
- **Engaged infrastructure.** The students interested in working on the technological and design components quickly realized they shouldn't be a separate, detached group; instead they decided to be embedded within the functional units and work together to achieve those groups' ends. An unobvious, yet critical, decision that made a huge difference throughout.

So let me conclude with profound gratitude to Maurita Holland, Eileen Abels, and all the people at Michigan, Drexel, and the iSchools caucus who have nurtured and kept IPL going for so long. Gratitude as well to all the students who have worked on it for years, most of whom I never knew, and for whom I hope it was a valuable experience.

And to my IPL students over the years, particularly that initial group of 35 who made it all happen: one, final, thank you. We changed the world for the better and helped people and the profession to think about libraries and librarians in a new way. I learned more than you did, but we all came out pretty well in the end, and I know for a fact that any notoriety I've gotten, this column included (now 12+ years!), started with you.

Which makes this announcement a tad more poignant. I'm stepping away from the column for a little while. If you don't already know why, you will shortly (see page 10). The good people at *AL* say they'll hold the space for me, so I'll be back eventually, one way or another … but that's another story. ▮

JOSEPH JANES *is associate professor and chair of the Information School at the University of Washington.*

Digital Media Labs

Transform your patrons from consumers into creators

by Amanda L. Goodman

Where in a library can families share their stories? Where can teens create music videos and upload them online? Where can a veteran revisit his Army buddies? The answer is in the library's own digital media lab (DML).

A DML consists of equipment for either creating original digital content or converting older media to digital formats. The conversion process enables the sharing of memories and prevents the media that holds them from being locked up in an obsolete format. Your DML can be kept in a separate room or simply be a cart that is rolled out as needed. No matter the budget, your library can build a DML and transform the way your community interacts with digital content creation.

A library adds value by providing knowledge and expertise in using the software.

In the Aug./Sept. *Library Technology Report,* I identify how to fund DMLs, decide on equipment, and train staff. And I pose questions you need to answer before you decide to add a DML to your library. Eleven projects are profiled for budgets and spaces of all sizes, including five in-depth reports on how particular libraries met their community needs with different types of DMLs.

To qualify for inclusion in the report, a DML needed to:

- provide equipment to the community for the creation of video, audio, or other digital content;
- offer members of the community the ability to transform analog media (such as cassette tapes or records) to digital formats; and
- offer digital literacy programs on how to create digital content.

But why does a library need a DML? The Edge Initiative, a national coalition of leading library and local government organizations that provides guidelines to help libraries manage their technology growth, requires libraries to "provide access to relevant digital content and enable community members to create their own digital content" (*AL,* Jan./Feb., p. 36). DMLs singlehandedly fulfill that benchmark.

While any community center may offer equipment, a library adds further value to a DML by providing knowledge and expertise in using the software, whether through workshops or self-guided tutorials. In this way, the library helps the community to learn digital literacy—a skill everyone will need as digital technology becomes more pervasive. That educational role argues for locating a DML within the library.

Some DMLs, however, reach beyond the library's walls on carts or through pop-up workshops in various locations. Laura Damon-Moore of the Library as Incubator Project keeps track of these creative ventures. "There is a greater sense that a library is a place where you take part in a hands-on activity and come away having developed a new skill," Damon-Moore told the Madison (Wis.) *Capital Times* in a December 26, 2012, article on library makerspaces. DMLs and makerspaces accommodate the new expectations of our communities. Wherever a library sets up a creation station, the community will find it and evolve from consumers into creators.

A DML is a whole-library project, as I've seen in my work planning and managing the implementation of Darien (Conn.) Library's DML. Each department contributes in some way—raising funds, painting the room, moving equipment, scheduling appointments, or teaching patrons how to use the lab. Our community has adopted the DML as its own, finding uses for it that we had not anticipated, such as recording job applications or meeting with war buddies for the first time in 40 years after rediscovering them on digital slides.

And the best part? I'm often there as they discover a new way to see the world. A DML is more than a room with equipment. It's a creative space for making and sharing memories. ■

AMANDA L. GOODMAN *is the user experience librarian at Darien (Conn.) Library. She cohosts a podcast about user experience and libraries called LibUX. This column is adapted from her Library Technology Report, "Digital Media Labs in Libraries."*

Drawing the Line on Data

Are libraries late to the predictive analytics party?

by Meredith Farkas

I recently attended the Library Assessment Conference in Seattle, which is a fantastic event for anyone who wants to keep up with trends in library assessment. At this year's conference, one thing was abundantly clear: Data is king.

All three keynote speakers spoke about the use of data in libraries to improve services, better understand our user populations, and demonstrate library value. There were also presentations and posters on data visualization, using Geographic Information Systems (GIS) in space planning, and other ways libraries are using data. One speaker even suggested that all libraries should be collecting usage data at the individual transaction level for future research.

Libraries are rather late to the data party. Do you have a retail loyalty card in your wallet? Those cards are used to track your purchases so stores can better tailor their marketing and inventory. This is how, based on certain purchases, Target knows to send coupons for baby products to women before they've told anyone they're pregnant. In higher education, enrollment management and student affairs personnel have been using predictive analytics systems for years that use past student data to predict who is likely to succeed at an institution and how the institution can help them succeed.

Libraries at the University of Minnesota and the University of Huddersfield in the UK have examined correlations between different kinds of library use and student achievement, and they have found that many types of library use *are* associated with academic success. They have also studied specific populations within their institutions—different majors, international students, etc.—to explore their library usage. Predictive analytics can tell an academic advisor when it would be best in a student's academic career to take a required class to make success more likely. For libraries, user data can be used to develop outreach to specific user populations or even individuals that exhibit certain behaviors—like no library use.

We are clearly in a brave new world of data. But as librarians we should hold ourselves to a higher standard as we are bound to protect the privacy of our patrons.

However, correlation and causation are two different things. While it's possible that library use is associated with student persistence and success, other elements may be contributing. Therefore, telling students that using the library will help keep them in school may not be entirely accurate. Sometimes the data that's collected doesn't tell the whole story.

Another major issue is privacy. While most libraries are using aggregate data that has been scrubbed of what they consider identifiable information, individual students have usually not consented to being tracked in this way. And how will students feel if they are targeted because of how they did or didn't use the library? If patrons feel the library is tracking them, what impact will that have on intellectual freedom? Without being specifically told what is being collected, users might assume the library is tracking the books and articles they access.

Predictive analytics isn't just for academia; employers like Hewlett-Packard have used data to predict which of its staff members might be at risk of leaving. How would you feel knowing that your employer is doing this sort of research on you?

We are clearly in a brave new world of data. And librarians, like people in all sectors, will have to consider where to draw the line on collecting and utilizing user data. As librarians, though, we should hold ourselves to a higher standard as we are bound to protect the privacy of our patrons. We will need to find a balance between the good we can do with data and our commitment to our code of ethics. ▮

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

By Timothy Inklebarger

Dog Therapy 101

EXPERT ADVICE TO KEEP YOUR PROGRAM OUT OF THE DOGHOUSE

Turning to animals to help kids become more comfortable reading was not a new concept in 2011, when Ashley Weibling became librarian of Savannah Elementary School in Aubrey, Texas. But administrators were skeptical when she proposed bringing a therapy dog reading program to the school library.

The concept is simple: Students read aloud to animals—usually dogs—instead of their peers, and the fear of making a mistake will subside, allowing them to achieve their reading potential.

"I started pitching it at the school, and my principal was absolutely against it," Weibling tells *American Libraries*.

The former 3rd-grade teacher, who was then working toward her master's degree in library science, was eager

Photo: K9 Reading Buddies of the North Shore

to find new ways to get students excited about reading and comprehension. "Reading therapy dog programs weren't common knowledge to [the school principal], but, of course, I just couldn't let it go," she says.

Over the next two months, Weibling put together a thorough proposal, using online resources and academic research—particularly from Yale Law Library—to build her case for the program's effectiveness. She not only had to consider how the program would work but also the potential liabilities associated with exposing children to animals.

"Once I decided to do it and make it work, I spent a lot of time making sure my I's were dotted and T's were crossed because when you bring an animal into a school, you want to make sure you're covered," Weibling says.

Weibling worked with Intermountain Therapy Animals' Reading Education Assistance Dogs (R.E.A.D.) program, which provides training for therapy dog handlers. She also developed a proposed pilot program with five at-risk 3rd-grade students to include pre- and post-program testing of developmental reading assessment (DRA) and scholastic reading inventory (SRI) to show improvements in fluency and comprehension, respectively.

"We did see significant gains in the students," she explains. Even more valuable was the increase in their interest in reading with Laney, a schnauzer provided by the school's physical education teacher.

"They couldn't wait to read with the dog, and it promoted reading with other students," she says. "The eagerness was definitely there, and that's what you want to see with students."

The success of the pilot spawned a full-time therapy dog reading program at the library, and as it expanded Weibling says she became more aware of what works for students. When she was not paying direct attention during the reading sessions, Weibling noticed some students were less anxious. With one student in particular she learned that facing in the opposite direction during the 15-to-20-minute reading sessions lessened the student's anxiety.

Weibling has since moved on to become a library media specialist at Longfellow Middle School in Enid, Oklahoma. She says the school does not yet have a therapy dog program, but she hopes to establish one.

DEALING WITH GOVERNMENTS

Administrators are but one of the hurdles that can stand in the way of establishing a therapy dog program.

Carole Yuster launched her own therapy dog business, K9 Reading Buddies of the North Shore, in the Chicago area in January 2007. Her company first operated in the suburb of Deerfield, but Yuster faced a roadblock when she tried to expand to the nearby community of Highland Park.

Above: The Pet Partners therapy dog team of Brad Cole and Spartacus. Opposite Page: A girl reads to Minnie from K9 Reading Buddies of the North Shore.

"Our barrier at that time was a city ordinance that prohibited dogs on school property and in libraries," she says.

Yuster says therapy reading dogs were still a fairly new concept at the time, but she had the support of a newly hired assistant superintendent of student services who had seen the positive impact therapy dogs had with students in a different school.

Stepping into the role of local politico, Yuster wrote a draft ordinance that amended the city code to make an exception at schools and libraries for therapy dogs. She presented the ordinance to a Highland Park city councilwoman, who submitted it to city council, and about three months later the ban was lifted.

"That fall the dogs entered the District 112 school building and have been there ever since," Yuster says.

Yuster says she started the program in the district's preschool and has since expanded the reading portion of the program to as high up as middle school students. Some Highland Park students in the 5th grade this year have had access to therapy dog teams for their entire formal education.

She says the program has also expanded to high school students, who are given time with the dogs while studying for finals to help ease anxiety. The same strategy is used at Yale Law Library and other universities around the country.

PRACTICAL CONCERNS MUST BE CONSIDERED WHEN ESTABLISHING A THERAPY DOG PROGRAM.

COMMUNICATION IS KEY

Once librarians and educators have established a therapy dog program, a number of practical concerns should be taken into consideration.

Yuster says librarians can make their programs run more smoothly from the outset by establishing a programming agreement that details what libraries can expect from the handlers and what handlers can expect from library staff.

Photo: Pet Partners

Insurance COMES FIRST

Dog therapy program administrators say protecting the library against liability is the premier issue to consider when setting one up. Billie Smith, executive director of Therapy Dogs, which represents 16,000 therapy dogs in the US, Canada, and Puerto Rico, says that liability claims against therapy dog teams are rare, but relying on uninsured teams could expose the library to lawsuits.

Organizations such as Therapy Dogs, Therapy Dogs International, and Pet Partners require dog handler teams to pass a series of tests to ensure the dog's obedience in a variety of settings, such as libraries, hospitals, and schools.

Dog and handler teams registered through Therapy Dogs are covered by the organization's $5 million liability insurance policy. "If a dog snaps at or scratches a child, then the claim comes in to us," Smith explains. "We send it to our insurance company and they send adjusters out and review the claim just like any other insurance claim."

When choosing a company, however, library staffers might want to discuss with their legal department what level of insurance coverage is needed to establish a therapy dog program.

Pet Partners, a therapy dog registration organization that represents 11,000 dog handler teams nationwide, provides $2 million in liability coverage. Mary Margaret Callahan, national director of program development, says librarians considering setting up a program should review their existing insurance policy and the policy of teams coming in. She said some libraries rely on the therapy dog handler's individual homeowner insurance policy, which covers the actions of their pets, to protect against liability. Protection on a homeowner's policy could be limited, though, she says.

"It's smart to work with someone who has insurance, and be aware of the limitations of your own insurance policy as well," she says.

Librarians might also consider protecting themselves against liability by running criminal background checks on volunteers, experts say.

Suanne Wymer, deputy director of Tulsa (Okla.) City-County Library, says the library conducts criminal background checks on all its volunteers, including therapy dog handlers. She explains that the library took the step to include handlers in the checks because of their access to children. "If a parent asks, 'What is the credibility of the handler?' we can tell them they've had a background check," Wymer says. "We're making sure it's as safe an environment as possible."

She says it is a good idea to establish up front that children who sign up for a program at a public library should already be learning to read. "Sometimes parents will bring kids who aren't readers and expect the team to read to the child or entertain the child while the parent goes off to another part of the library," she says.

Making it clear what grades or reading levels are necessary to be involved in the program can prevent confusion. "When we have kindergarteners who can't read and want to pet the dog, that isn't our goal," Yuster says.

She says K9 Reading Buddies includes students grades 1 through 5, but added that some libraries allow younger children. Some libraries also allow older patrons with learning disabilities to participate. Katie Buchholtz, children's department manager at the Madison branch of the Nashville (Tenn.) Public Library, says the library discourages children who cannot yet read from participating in its program but recalled one exception, allowing a young man with a learning disability to participate.

Buchholtz says communication with parents at the time they register their children is critical to ensuring they understand the intent of the program.

Yuster and other librarians also recommend making an announcement about the program once the therapy dog teams enter the library.

"There are some people who are afraid of or allergic to dogs who might be disturbed by a dog coming out of nowhere; it's a nice thing to do for patrons [so] they're not caught off guard," Yuster says.

Buchholz says her library vacuums after therapy dog teams leave to accommodate patrons with allergies.

KEEPING PROGRAMS RUNNING SMOOTHLY

Several librarians who spoke with *American Libraries* said therapy dog programs are growing in popularity, but it is not uncommon for patrons who sign up for the 15-to-20-minute reading sessions to not show up the day of the reading.

Yuster says handlers sometimes arrive and find just a handful of participants or none at all. "Volunteers' time is precious and needs to be taken into consideration," she says.

Conducting phone confirmations the day before the reading can help remind parents of their commitment to participate, she says. The calls can give staff members and handlers a heads-up on potential no-shows, and if enough patrons back out, library staffers can cancel the session to avoid a wasted trip.

Tulsa (Okla.) City-County Library honors volunteers at a PAWS for Reading Volunteer Recognition ceremony in 2013.

Photo: Tulsa (Okla.) City-County Library

Having a special check-in station ready can also make the reading session go more smoothly. Yuster notes that youth services, which frequently handles the check-in of patrons for therapy dog programs, can be busy with other work, which can cause delays.

Having a good selection of books ready for students can also help prevent wasting valuable reading time. Buchholtz says the Madison branch encourages kids to bring books they are already reading, but handlers and librarians will also bring a selection of books for kids to read.

"The library would benefit from creating a book display with dog-themed books that are age-appropriate for kids registered with the program," Yuster says. "Time can be lost looking for a book that is time meant for spending with the therapy dog team."

PRACTICAL CONSIDERATIONS

The devil's in the details when setting up a therapy dog program, and giving forethought to some of the more practical considerations can prevent library staffers from dealing with a big mess—literally.

Yuster recommends finding an appropriate place for animals to relieve themselves before they enter the library.

"It's obvious to not let the dog urinate right by the front door," she says, adding, "It's better to establish that expectation ahead of time rather than be surprised later."

It also makes sense to establish with handlers what should happen in the event of a fire.

"What fire exit does the dog use? If they're on the second floor and an older dog can't negotiate the steps to go down, what are they going to do?" she says. "That should be thought out ahead of time."

PROMOTING THE PROGRAM

Librarians say getting the word out about therapy dogs is an important detail in running a successful and vibrant program.

GETTING THE WORD OUT ABOUT THERAPY DOGS IS AN IMPORTANT DETAIL IN RUNNING A SUCCESSFUL PROGRAM.

Renee Grassi, head of children's services at Glencoe (Ill.) Public Library, says having conversations with patrons at the desk about upcoming reading sessions with therapy dogs is one of the best tools for raising awareness.

Yuster suggests holding the reading sessions in a semi-private but visible area of the library so that kids can get the solitude they need to read comfortably, and so that other patrons are made aware of the program.

"It's always good to have an area where passersby can see; it's good advertising," she says. "If the reading happens at a lower level in a separate area, the library loses an opportunity for promoting a valuable community program."

She says libraries can also promote the program by offering incentives for children who attend multiple sessions.

"It's smart to have giveaways of books and other materials," she says. "We have custom bookmarks and stickers that say: 'I read to Mickey or Minnie, my K9 reading buddy.'"

Evelyn Walkowicz, assistant manager at the Desert Broom branch of the Phoenix (Ariz.) Public Library, also suggests providing incentives for handlers, who in most cases are volunteering their time. "It's a nice bonus to give the handler a gift card to defray the cost of grooming," she says.

She adds that reaching out to organizations that provide financial support for literacy programs can also help grow a new therapy dog program.

"This is something where you can combine literacy and dogs, and people are all over helping you fund that," she says. ▮

TIMOTHY INKLEBARGER *is a freelance reporter in Chicago. He has written for the Associated Press, Consumers Digest, Chicago Journal, and Pensions & Investments.*

District Library Supervisors *Under Duress*

The Lilead Project survey results

By Maria R. Traska

More than five years after the start of the Great Recession, school libraries in the US are in crisis, their budgets constricted and their staff short-handed or nonexistent. Professional staff positions are left vacant or filled by uncertified personnel, materials budgets slashed. Many library programs have been eliminated. Most of these actions are taken at the administrative level, outside the control of both library supervisors and building-level school librarians.

Often, the only person who can speak out against such actions at the district level is the library supervisor. Yet just as other government managers are trying to cope during a weak recovery, these district supervisors are expected to do a lot more with a lot less and are forced to pick up most of the slack themselves. So says a new study, the first national survey of district school library supervisors conducted in more than half a century.

The Lilead Project survey (rhymes with "Iliad"), involved questionnaires sent to supervisors nationwide in districts with 25,000 or more students. It was funded by the Institute of Museum and Library Services (IMLS) and conducted during autumn 2012 by a research team at the University of Maryland's College of Information Studies. The survey had a very high response rate—61%—among the 290 districts that participated and included the largest districts in the country and in each state. The responding districts represent 38 states. The survey will be repeated this autumn with the same kinds of school districts. The last similar survey was conducted in 1960.

Major findings

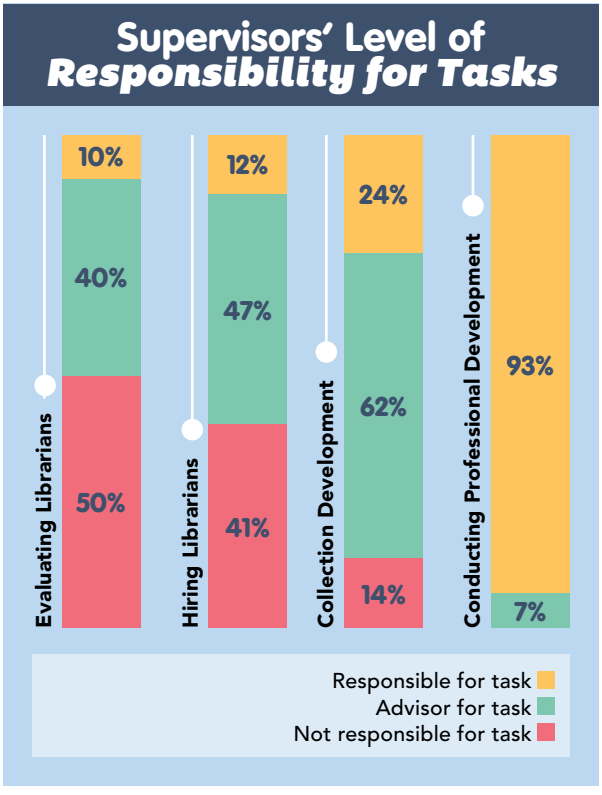
The fact that district school library supervisors have markedly fewer resources, on average, is clear. A higher percentage of them report cuts rather than increases in essential funding such as district funding and building funds, while technology funding is barely staying even: 40% of respondents had cuts in district funding versus 6% who had increases, and 42% saw cuts in their building funds versus 4% who had increases. Technology funding, meanwhile, was a wash in 2012: 22% had cuts, 21% had increases, and the rest saw no change. Staffing was under siege as well: 42% reported a drop in building-level staffing, 33% saw a drop in district-level staffing, and 34% had a smaller candidate pool, as opposed to 8%, 5%, and 16%, respectively, who saw increases. Moreover, more schools now have unqualified staff or volunteers running their libraries because many certified librarians are gone.

Stories told by respondents are both revealing and grim:

- "More media specialists are being hired who have not been university trained. They are teachers who took only the test, and many don't have a clue as to what being a media specialist is all about," said one.
- "We have many school libraries operating with media clerks only," said another.
- "Budget cuts over the past few years have taken away all my staff, except for my secretary," said a third.
- "All of my high school libraries are closed."

Others were more succinct:

- "Book budgets are gone, databases are gone, staff are gone."
- "In 2014, our schools will be working with a zero budget."



"I am now the only credentialed librarian for 38,000 students and 2,500 teachers."

Changes in education at the national level have also forced changes at the district and school level, including the library supervisor position. Not all of these changes are positive. "Over the years, my ability to communicate directly with building principals in monthly meetings has been hampered due to new state and federal initiatives, i.e., No Child Left Behind and Common Core, and there is not time for me to present as I used to; this causes [the school principals] to sometimes forget about library programming, " said one library supervisor.

Nor are principals the only ones who forget why schools need libraries, according to the survey. "Our state does not require schools to have a librarian or media specialist, certified or not certified. In many cases, a paraprofessional or parent volunteer is in most schools to just check out and shelve books," one respondent commented.

Said another, "Administrators need to be informed of the importance of using professional librarians to the fullest. Many administrators, principals, and teachers are not well informed of what the role of the librarian is." This is despite evidence that properly staffed, well-stocked school libraries can overcome even low socioeconomic status to help improve children's school performance ("The Void in Charter Schools," *American Libraries,* June 2013, p. 26–30). Bottom line: If school districts want student performance to improve, having full-time certified library media specialists and properly stocked and funded school libraries is just as important as having certified teachers.

Developing a mission and vision were among the most important aspects of leadership, according to survey respondents.

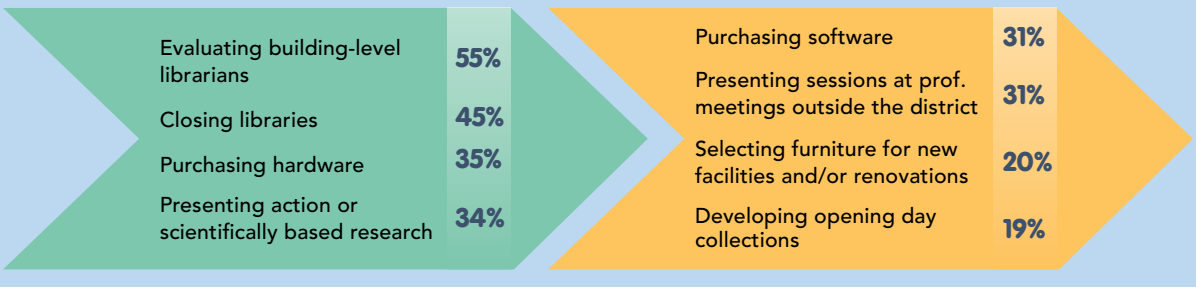
How library supervisors spend their time

District-level library supervisors usually do a variety of tasks to support building-level librarians. While respondents reported having responsibilities in numerous and diverse subject areas and departments, there were commonalities: All had some responsibility for professional development of building-level personnel, with 93% fully responsible for this task. More than 80% had some responsibility for providing technology support and tech training to school librarians, with 50% having full responsibility. In addition, more than 85% of supervisors responding had some responsibility for collection development, but only 62% advised their school librarians on collections.

Survey respondents reported an increasing emphasis on content standards and students' information literacy skills. They also reported spending more time communicating the library's role in improving student achievement and encouraging school-level librarians to collaborate more with classroom teachers. That's a challenge when so many librarian positions have been traded for library clerks or eliminated altogether. Still, respondents saw leadership as their most important responsibility; 83% rated their leadership responsibilities as extremely important or important. Advocating for library programs and developing a vision and mission for the district's program were the most important aspects of leadership. Other tasks rated high in importance were handling book challenges and censorship issues and managing library automation systems.

Personnel responsibilities were also seen as very important, particularly meeting with, advising, and offering professional development for school-level staff—especially when that staff is underqualified. "My priority is to support and train the building librarians, particularly the elementary people, since they are all classified employees, most with no teaching degrees and no library background at all," one supervisor said. Another observed, "More support is needed with the librarians who feel they are not

Supervisors Rate the Importance of *Their Tasks*



teachers, they are librarians. They need explicit guidance in their teaching practices. They receive support from me, but it is not enough."

Just because 93% of the responding supervisors say they are responsible for professional development doesn't necessarily mean the topic gets a lot of cooperation or interest. Explained one supervisor, "Over 60% of those staffing our libraries now do not have a university background in library science, nor do they see themselves as part of the library profession as a whole. Therefore, these 'media specialists' see little value in attending professional development for 'librarians' or belonging to professional organizations for librarians. Programs across the country are struggling to advocate for libraries in schools, but I feel this particular practice has made it extra difficult to maintain and promote quality programs in our schools."

Sometimes the school librarians (or their substitutes) aren't to blame: "At the building level, due to implementation of [district policies] and a decrease in funding, library personnel (including librarians and clerks) are being pulled from their regular assignments, and that decreases the amount of time for them to spend on library duties," including professional development, said one respondent.

The survey revealed that whereas 95% of the library supervisors are full-time employees of the district, only 56% of supervisors surveyed spend all their time on district library services. Respondents with more than one district-level responsibility spent an average of 41% of their time on library services. A small group (8%) are also building-level librarians.

"I am a building-level teacher-librarian who is [also] the senior librarian in the district and has a role of mentor and technology guide for the other teacher-librarians in the district. My 'real' job is to teach research, promote reading, and manage the school library for a campus of more than 2,500 students," wrote one such respondent. Her school district has more than 25,000 students. That's large enough that using the recommended rule of thumb for how many librarians she should have in the district (one full-time state-certified library media specialist plus one aide, clerk, or library technician for every 750 students), she should be supervising a minimum of about 32 or 33 school librarians full time—the equivalent of an entire classroom of librarians. But she doubles as a school librarian in addition to being a district-level supervisor.

Library supervisors are more stressed than ever

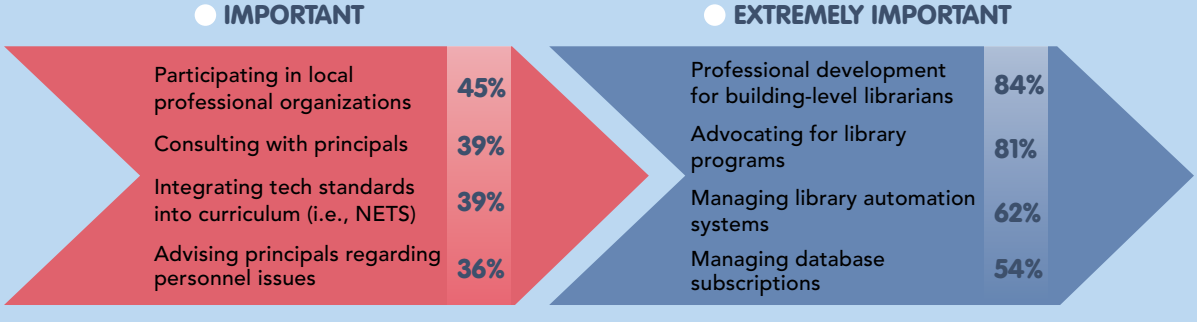
In some cases, hard-pressed districts are relying on the good will of library supervisors to continue on a volunteer basis. "I am semi-retired, and only work part time. The district could not afford to replace me with a full-time position when I retired, so I am doing this to try to hold things together for the time being. It's simply not enough," one respondent said.

In some cases, hard-pressed districts are relying on the good will of library supervisors to continue on a volunteer basis.

Predictably, all this has taken its toll on the district-level library supervisors, whose number continues to shrink in some areas. Speaking for many other survey respondents, one remarked, "We continue to lose supervisors in school districts because [school districts] fail to understand the relationship that a good library program supports academic achievement."

"As a result of the extremely limited time, and no support staff, I am limited in what I can accomplish," said another.

Many respondents were crying out for support—not only from their own districts in terms of resources or from legislators when it came down to budgets, but also from their own peers. "I need help planning professional development for my school-based media specialists. I'm the only [person] planning their professional development, and it would be nice to have others to help me plan," one said.



"I need more professional development with my peers so that we can share our experiences and learn from one another. At the regional level, there are no librarians leading the professional development sessions; it has been relegated to English language arts curriculum," said another.

In general, respondents said they need more training in leadership, teaching and learning, supporting state standards such as Common Core, managing personnel, and financial responsibilities. They said they also wanted additional instruction on specific topics in technology and technology integration, such as implementing ebooks and e-readers into collections, new service models such as BYOD (bring your own device) and one-to-one technology programs, and long-range planning for digital content and tools.

Profiling supervisors and their districts

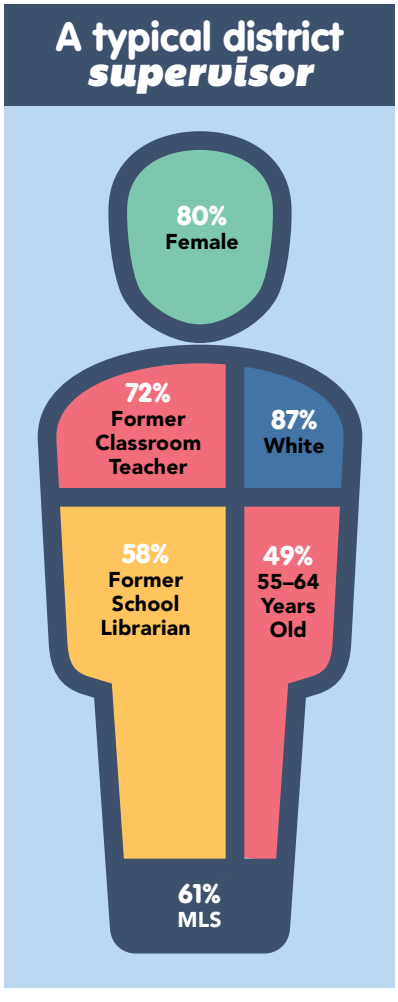
The typical district library supervisor is female, white, a former classroom teacher, and a former school librarian with an MLS degree. About half are between the ages of 55 and 64, the survey found. However, figuring out who the library supervisor is in a given district can be a real challenge because of the multiplicity of titles under which the position exists. According to the data, districts use 11 different titles for the supervisor position. The top three titles are library coordinator, director, and supervisor.

Though the name for most district library offices is a variant of "library services," survey data reveals more than 20 different department names are used. Some districts split responsibility for library programs among multiple departments. More than 90% of respondents are located somewhere within the departments of Curriculum and Instruction (71%) or Educational/Instructional Technology (22%).

The size of district library services offices varies considerably. Almost half of the district offices (48%) have no professional full-time staff other than the supervisor; in contrast, 9% have six or more full-time additional professionals. To the extent that a district office does have staff for the library supervisor, there appears to be a preference for full-time rather than part-time positions: only 14% reported having part-time professional staff. However, district offices are more likely to have clerical or support staff rather than additional professional staff, again with a preference for full-time positions. Whereas 28% reported no clerical or support staff, 19% had six or more full-time clerical or support staff members.

One clear message from this first Lilead survey is that district supervisors feel isolated and would welcome opportunities for professional development and peer support. In response to this, the Lilead Project has developed two initiatives. The first is the Lilead Network, an online community open to any individual responsible for library programs and services at the district level (lilead.umd.edu). This network allows supervisors to discuss current issues, present ideas, pose questions to peers for comment, and support fellow library supervisors.

The second is the Lilead Fellows Program, also funded by IMLS. The Fellows Program is an intensive 18-month professional development program in which 25 supervisors chosen from all over the country will work together on current issues in their school districts. They will brainstorm and implement new strategies on issues dealing with 21st-century skills implementation, technology integration, and advocacy. Fellows will work in small groups, both in person at conferences and virtually between conferences from January 2015 to June 2016. The program will begin at the 2015 ALA Midwinter Meeting & Exhibits in Chicago.



This article was written with the support of the entire Lilead Project team: Ann Carlson Weeks, principal investigator; Jeffrey DiScala, co-principal investigator; Diane L. Barlow; Sheri A. Massey; Christie Kodama; Alexandra Moses; Kelsey Jarrell; and Rebecca Follman. Additional assistance was provided by freelance editor Maria R. Traska. To learn more about the Lilead Project, please visit lileadproject.org.

MARIA R. TRASKA *is a Chicago-based freelance journalist, author, and blogger.*

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RISE WITH THE TIDE

THE UNIVERSITY OF ALABAMA

By Ellyn Ruhlmann

A HOME to the HOMELESS

Libraries offer refuge and support to those in need and help foster a new community approach to homelessness

Just before 9 a.m. on a Tuesday in Madison, Wisconsin, people line up on the corner outside Madison Public Library, waiting for the doors to open. Some of them have spent the night on nearby street benches or on the pavement near the building. They're ready for a soft chair and dry air.

"First in, last to leave the library," says Jane, describing herself and her homeless community. "It's our routine." Jane, who prefers not to give her last name, says she's classified as chronically homeless.

The US Department of Housing and Urban Development defines a chronically homeless person as "an unaccompanied individual with a disability who has either been continuously homeless for one year or more or has experienced at least four episodes of homelessness in the last three years." More than 610,000 people are homeless in the United States on any given night. Nearly two-thirds live in shelters or transitional housing, and the rest are unsheltered.

Jane says she didn't start coming to the library until she became homeless. Now she's drawn to it for many reasons; it's one of the few places she can go where it doesn't matter what she wears or whether she has money. She's entitled to the same services and treatment as the person standing next to her in a designer coat.

The American Library Association (ALA) maintains in its "Library Services to the Poor" policy statement that it's crucial for public libraries to recognize their role in enabling poor people to participate fully in a democratic society. The library has to serve as a uniquely egalitarian place. Moreover, library staffers have a duty to look out for the needs of poor and homeless patrons and strive to provide relevant services.

That's a complex task for librarians who already face a number of challenges.

How do you make the library a welcoming place for everyone when not all library users (or even staff members) feel comfortable around signs of homelessness? What if a homeless patron needs professional services beyond the library's capability to fulfill? Madison Public Library and several other public libraries have come up with practical, innovative solutions.

The library allure

According to Partners Ending Homelessness, there are three patterns of homelessness. Situational homelessness can occur when someone loses a job, gets evicted, or suffers a particular financial or health crisis. Episodic

Z! Haukeness from the Shine Initiative—a nonprofit based in Madison, Wisconsin—keeps a prominent profile in a glass room in the middle of Madison Public Library, where he and a coworker spend 30 hours a week helping patrons find housing and jobs and apply for food stamps. Some people come just to talk through hardships, he says.

Photo: Ellyn Ruhlmann

homelessness differs in that it stems from patterns of behavior and can have multiple causes, including depression and domestic violence, and is more common among women and families. A third group—chronically homeless people—comprises less than 18% of the total homeless population.

Librarians who work with homeless populations should understand the different types of homelessness, says Ryan Dowd, former director of the Hesed House, a homeless shelter in Aurora, Illinois. Dowd says chronically homeless people typically present the most challenges for libraries. Homelessness for them doesn't stem from poverty alone but from poverty combined with the lack of relationships or support systems.

"If you think about the variety of issues that face the homeless, in many ways they're not connected to society," says Jill Bourne, director of San José (Calif.) Public Library. "The library may be the only place where they can go to be connected. It can be a lifeline."

"At the library, you can get on the computer and find out what's going on in the world," says Jane in Madison. "If Obama's going to Zimbabwe, I know." She also spends time online searching for jobs and affordable housing. The library not only helps her connect with the world at large but also helps her disconnect from aspects of her immediate surroundings.

MORE THAN 610,000 PEOPLE ARE HOMELESS IN THE UNITED STATES ON ANY GIVEN NIGHT. ONE-THIRD OF THEM ARE UNSHELTERED.

Most homeless people don't sleep by themselves on the street, according to Jane. They sleep in a community, often in the same spots, and it's never safe. "Here there are boundaries," says Jane, pointing to a computer pod at Madison Public Library. "Those people have their own section of the table. That's their own space. That's gold."

Other homeless patrons come to the library because they need support services and aren't sure where else to go. Nearly one-third of all chronically homeless people suffer from a mental illness, and about half face substance abuse problems, according to the Substance Abuse and Mental Health Services Administration.

In his work at the Aurora shelter, Dowd noticed a high incidence of autism among homeless populations. Many people with autism spectrum disorders experience sensory sensitivity, which may add to the appeal of a library; they find a peaceful refuge from the noise and glare of the street.

Day-to-day challenges

Chicago Public Library posts policies online that prohibit sleeping and

"The library feeds my soul and my mind," says Dorothy, pictured here at a computer terminal at Harold Washington Library Center in Chicago. As a homeless patron, Dorothy says she relies on the library to check in on the day's events.

other behaviors sometimes associated with the homeless community. These include loitering, panhandling, bathing in the bathrooms, carrying in large or multiple bags, and offensive hygiene. Complaints from patrons have prompted other libraries to adopt similar policies.

But those policies pose unique challenges to homeless people. Homelessness is an exhausting lifestyle, says Dorothy, a homeless Chicago Public Library patron. Those who live on the street typically carry everything they own with them, and they're afraid to fall asleep for fear someone may steal their belongings. "Most of the homeless, we walk all night," she says. "Your body just shuts down. And I haven't found a library yet that will let you be when that happens."

Patrick Molloy, director of government and public affairs at Chicago Public Library, says the library enforces its policy against sleeping because of safety concerns. "It's difficult to know if something could be wrong," Molloy says. "The librarians will wake people up to ask if they're okay." Unless the behavior is illegal, he says the library gives patrons a second chance to follow library policies before asking them to leave. Patrons are then welcome back the next day.

"We always want to be open and welcoming to all," says Anne Haimes, interim director of the Atlanta-Fulton Public Library System in Georgia. "However, we do need to make sure that everyone who comes in feels safe and comfortable." The challenge for libraries is finding that balance. Haimes says for her library system, keeping a strong, flexible code of conduct helps.

And success can hinge on the word "flexible." Many homeless people are victims of a shrinking social safety net, says Rene Heybach, senior counsel at the Law Project of the Chicago Coalition for the Homeless. Libraries need to address signs of homelessness in a nonstigmatizing way, she says, and look for ways to "make room under the public tent."

Heybach helped craft legislation for the Homeless Bill of Rights, currently adopted into law in Connecticut, Illinois, and Rhode Island. The bill takes aim at city ordinances that ban activities such as sleeping and loitering in public spaces—activities inherent to homelessness. Such laws criminalize the existence of homeless people, according to the National Law Center on Homelessness and Poverty.

Among its protections, the bill states that homeless people cannot be denied access to public spaces solely because of their housing status. That's a point to consider in regard to library policies, such as restrictions against carry-in items. Because of their housing status, homeless people may not have a place to store their bags and therefore can't enter a building.

The best way to ensure open access is to keep an open dialogue, says San José's Bourne. "Make it about sharing a space." If a patron comes in with an oversize item and it's blocking the corridor, San José Public Library trains its staff members to work the problem and not be too rigid about rules. They'll ask, "Could you possibly fit that under here so people can get by?" she says.

Bourne says she's also careful to ensure policies are broad enough to implement across the library's entire user base, which includes university students. Students will often nod off while studying for exams, making a ban on sleeping impractical. Unless staffers can enforce policies consistently among all library patrons and not only the poor, they risk profiling based on poverty.

"We used to have a set of policies that read like the 10 Commandments," says Bob Harris, recently retired director of the Helen Plum Memorial Library in Lombard, Illinois. At the advice of a security consultant, the library now sticks to one main rule: If you're doing something that interferes with someone else's use of the library, it's not allowed. "Anything else? You're probably okay," says Harris. Unless they're snoring, dozers go undisturbed.

When patrons complain, it's usually not the presence of homeless people that bothers them, says Harris. "It's the perception that they're dangerous."

What libraries can do

Many public libraries are working to overcome these misconceptions and break the public stigma of homelessness. It takes research, networking, and some ingenuity.

Photo: Ellyn Ruhlmann

Know your homeless population

The Annual Homeless Assessment Report compiled by the US Department of Housing and Urban Development provides statistics by state as well as local planning bodies. School districts are a good source of information too, since they're required to count and report on the number of homeless students. Other places to gather research include local food pantries, churches, community organizations that target services to the poor, homeless shelters, and transitional housing facilities.

The most knowledgeable source is, of course, homeless patrons already in the library. Not everyone will want to talk, but those who do can provide insight into why they visit and what additional services they would like to see the library offer.

Form a provider web

While canvassing for information, libraries should look for potential partnerships: service providers that can address the needs of their particular community. A San José study found that 60% of the homeless people in the city suffer from one or more disabling conditions. The library doesn't have staffers trained to handle those issues, so they built relationships with agencies that do.

"Because libraries are the day shelter in a lot of cities, we have to find a way to knit together services," says Bourne. Libraries can take a leading role in starting that conversation and building a consortium of service providers vested in helping the homeless.

In Lombard, Helen Plum Memorial Library trustee Kris Johnson convened several community forums at the library to discuss ongoing issues relating to homelessness. Every Tuesday, the homeless shelter near the library hosts a shelter night, and the neighborhood sees an influx of homeless people. Many would wait in and around the library until the shelter opened its doors at 7 p.m.

At the forum, the village president, board members, and representatives from area churches and organizations talked about how to improve the situation. Now, a staff of community volunteers hosts a movie screening at the library before the shelter opens, serving popcorn and cocoa donated by Johnson.

ONE HARDSHIP OF HOMELESSNESS—THE INABILITY TO BATHE—HAS CAUSED ONGOING PROBLEMS FOR LIBRARIES.

Bring resources in-house

Once, when homeless patrons needed help with personal problems like addiction or domestic abuse, libraries could offer only a referral and direct them someplace else. That's not always effective, since many homeless people suffer from low self-esteem and have difficulty trusting, says Dowd. Other agencies may have failed them before, so they could decide it's not worth the risk.

But the public library is different. It already has the trust of the homeless community, many of whom stay at the library all day. "It's like a home," says Dorothy. By bringing resources in-house, libraries can help ensure homeless patrons have access to services critical to their welfare.

In 2008, San Francisco Public Library became the nation's first public library to hire its own full-time psychiatric social worker, according to Michelle Jeffers, chief of community programs and partnerships. Soon after the social worker started, the library hired four health and safety advocates (HASAs), each of whom were formerly homeless themselves.

HASAs help promote services to the poor, including a resource fair that the library hosts in partnership with Project Homeless Connect. Every month in the library's auditorium, agencies set up booths offering resources and services geared to the homeless, such as eyeglasses, vaccines, shoes, and haircuts.

Public libraries in other cities, including San José, Madison, Philadelphia, and Salt Lake City, also have social workers in-house. Z! Haukeness from the Shine Initiative—a nonprofit based in Madison—keeps a prominent profile in a glass room in the middle of Madison Public Library, where he and a coworker spend 30 hours a week helping patrons find housing and jobs and apply for food stamps. Some people come just to talk through hardships, he says.

One hardship of homelessness, the inability to bathe, has caused ongoing problems for public libraries. San Francisco Public Library now has a possible solution: mobile showers. When a local nonprofit, Lava Mae, began retrofitting former city buses with private showers for the homeless, SFPL staffers lobbied to have one parked outside the central library. Open to all, the free showers would include soap, shampoo, and towels.

Lava Mae's founders are now looking to expand their model to other cities, according to the nonprofit's website.

Create welcoming spaces

During the planning phases of Madison Public Library's recent building renovation, director Greg Mickells met with several social service agencies to discuss how to make the library

Leah Esquerra (right) is a social worker at San Francisco Public Library. She helps provide support to homeless patrons who gather at the library.

a more inviting and functional space for all patrons, particularly Madison's homeless community.

The new facility features workspace for 10 different social agencies like the Shine Initiative, as well as redesigned work areas for patrons. Unlike computer banks where people sit in rows, the library's work areas look more like pods: clusters of three computer desks with partitions spread throughout the library. This arrangement provides more privacy—a valued commodity among homeless patrons.

Librarians can also expand their collections to include materials on poverty and homelessness, and make sure everyone has access to checking them out. ALA recommends removing restrictions to owning a library card. "There are a lot of educated homeless people," says Dorothy. "We like to read and to learn." She adds that she arrives at the library as soon as it opens to surf the web, and attends the library's free seminars on issues relating to consumer credit and the law.

Some libraries allow patrons to use a shelter address when applying for a library card. About 2% of all the cards that Atlanta-Fulton Public Library System issues are courtesy cards for people without a permanent address, says Haimes. Of those, 95% go to homeless people.

Offer targeted programs

After learning about a program at the Dallas Public Library called "Coffee and Conversation," SFPL's Jeffers says colleagues decided to try the idea. Homeless patrons gather to share experiences and struggles and talk about why they come to the library. An informal coffee klatch can help stir up ideas for a host of other programs.

Another good source is ALA's toolkit "Extending Our Reach: Reducing Homelessness through Library Engagement" (bit.ly/homelesstoolkit). The source contains a list of programs of interest to homeless people, such as mortgage or rental assistance, help applying for government benefits, and health programs.

Libraries like Atlanta-Fulton Public Library System also offer free GED classes on-site that draw unemployed or underemployed people who may be experiencing episodic homelessness. A report from the Institute for Children, Poverty, and Homelessness shows nearly 50% of homeless parents are high school dropouts. Obtaining a GED can offer the pathway to gainful employment, and for some, a way off the street.

Train staff

"When you see a homeless person, you see the bags and the raggedy coat, [but] you don't always see the human," says Harris of Lombard. "I try to look directly into the person's eyes." He says he learned about the importance of making eye contact and other tips from Dowd's YouTube video "A Librarian's Guide to Homelessness." It's now required viewing for all staffers at Helen Plum Memorial Library, which serves a large homeless population.

The video offers some insights into what it's like to be homeless and can help foster sensitivity toward related issues. Dowd recommends treating homeless people no better or worse than anyone else; they don't mind rules so long as they're applied fairly. "[The] catch is how they're enforced," he says. Underpinning all his advice is one principle: Show respect.

"People just don't understand being a homeless person," says Dorothy. "If you respect them, they'll respect you."

That simple concept isn't always simple in practice. Each person in the homeless community has a story about how he or she got there. Some of those stories include abuse, mental illness, and posttraumatic stress. As a result, homeless people can often feel cast off from society.

Libraries can work to change that. In addition to providing vital resources, library staffers can engage their communities in better understanding the issues surrounding homelessness. But they can't do it alone. Working with other advocates and social agencies, libraries can create resource-rich spaces where homeless patrons feel welcome, intellectually engaged, and connected with their communities. ▮

ELLYN RUHLMANN *is a freelance writer based in Grayslake, Illinois.*

Photo: San Francisco Public Library

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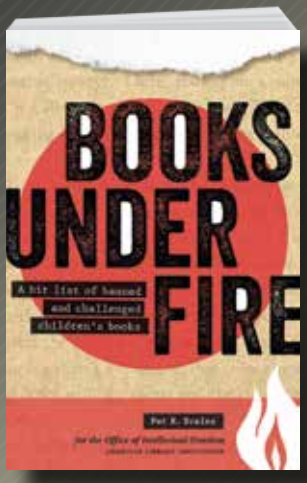

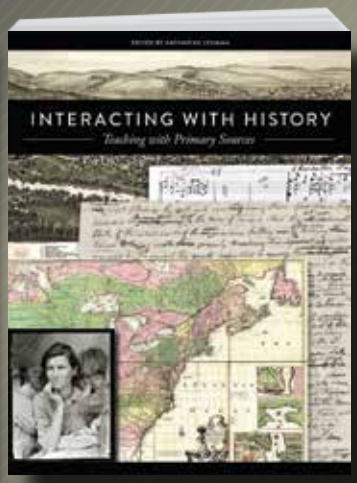

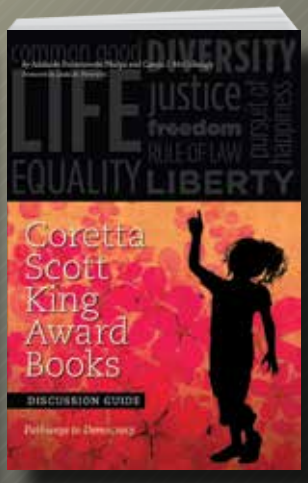

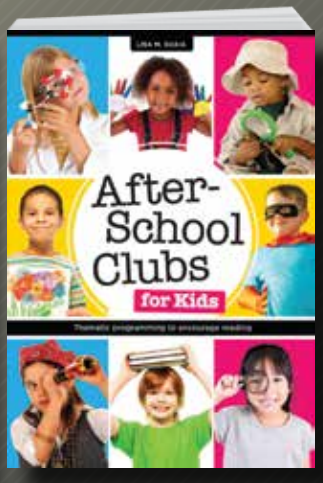

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BY MEGAN COTTRELL

READING ON THE INSIDE

Programs help incarcerated parents connect with their children through books

"Do you still like boxing?"

The question startled librarian Dan Marcou. He had been sitting quietly at a small town library outside of the system where he works, waiting for his wife to finish some grad school research. When he looked up, he didn't recognize the face immediately, a man holding the hand of a young boy.

"Do you remember me? I'm James. We met at the workhouse," the man continued.

With that, Marcou remembered James, a young father who had been incarcerated for a short time at the Hennepin County (Minn.) Jail, where Marcou has been a corrections librarian for the past eight years. While there, James had made a recording of himself reading a children's book for his young son—the child he had now brought to the library.

It's a moment Marcou says would make any librarian proud: Proof that a program he runs to help incarcerated parents learn to read to their kids had really made an impact.

READ TO ME

Marcou's program, Read to Me, is one of at least half a dozen around the country that helps incarcerated parents connect with their children at home by making a recording of themselves reading a children's book. The parents are allowed to send the book and recording to their child, and they can often read the book during an in-person visit as well.

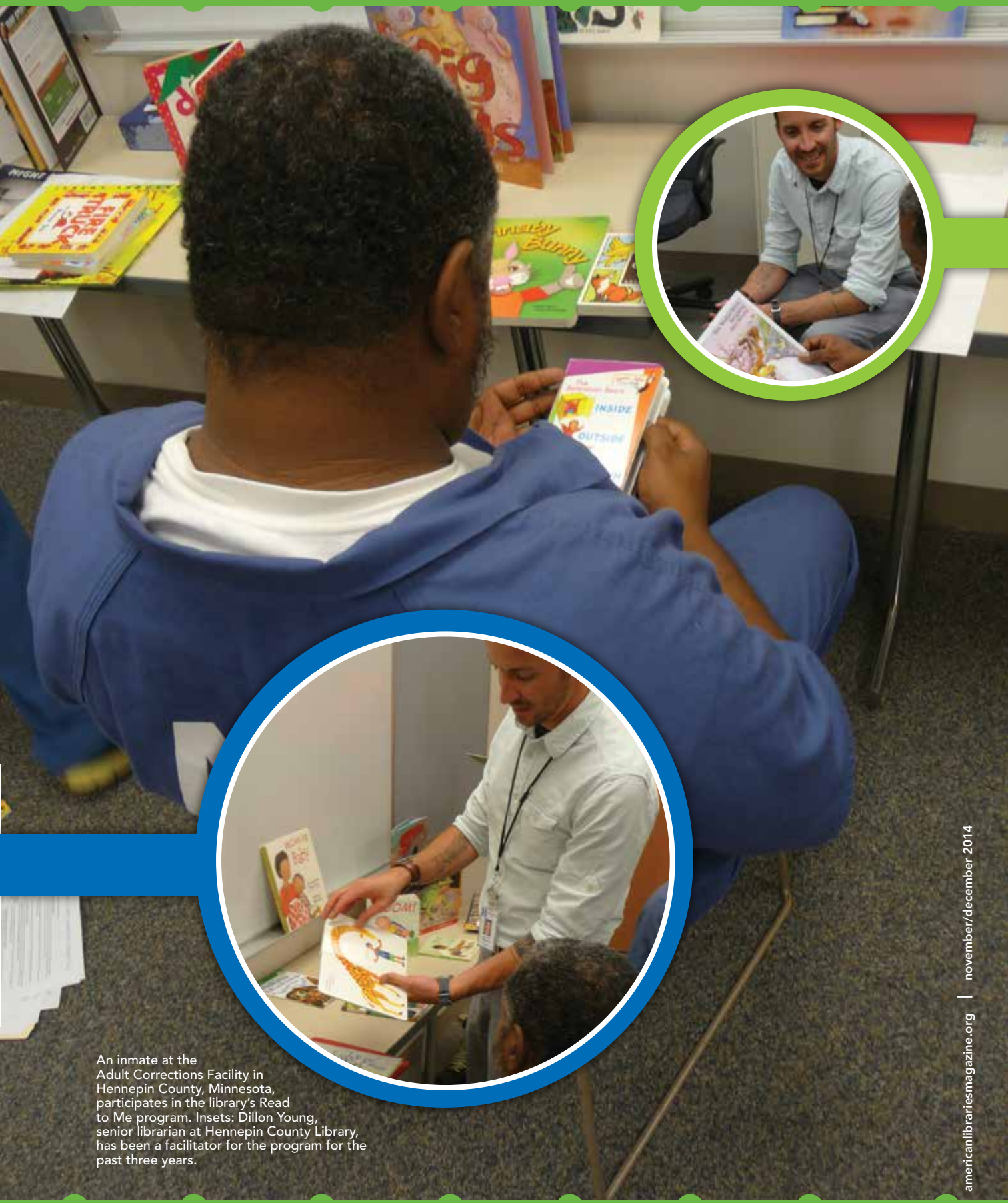
"Many of the folks I work with weren't read to as children," says Marcou. "Over the course of the program, they learn how to read a book to a child and [learn] that it's really fun. At the end of the program, more than 90% of participants say they intend to take their kids to the library."

INMATES LEARN ABOUT THE DEVELOPMENTAL IMPACT OF READING TO THEIR KIDS.

Read to Me—which received the Marshall Cavendish Excellence in Library Programming Award in 2004—has been operating since 1998 and is part of a larger relationship between the county's libraries and correctional facilities that goes back 30 years.

Residents of the jail where Marcou works are there for a short period of time—most inmates serve about 40 days, and no one is there more than a year—so the program is condensed into three hourlong sessions over three weeks. In the first session, librarians demonstrate how to read aloud with fun, age-appropriate books and talk about the developmental impact of reading to kids. Over the next two sessions, inmates pick out books for their own children,

Photos: Dan Marcou



An inmate at the Adult Corrections Facility in Hennepin County, Minnesota, participates in the library's Read to Me program. Insets: Dillon Young, senior librarian at Hennepin County Library, has been a facilitator for the program for the past three years.

TIPS FOR STARTING AN INTERGENERATIONAL READING PROGRAM FOR INCARCERATED PARENTS

1. CONNECT WITH SOMEONE IN JAIL ADMINISTRATION. The most important part of starting a program in your local correctional institution is to find someone who works there who will support it, Hennepin County Library's Dan Marcou says. Establish a relationship with that person and ask for advice about how to move forward. Listen to everything he or she has to say and use that as your guide to the system, he says. In addition, it's important to "work with the facility administration to let them know that [your program] is not going to impact the function or safety of the facility," Marcou says.

2. REMEMBER THE SETTING. NYPL's Sarah Ball says librarians shouldn't be afraid of working in a corrections setting, but librarians do need to remember that the security of the facility will come before anything else. Often programs have to be canceled or changed at the last minute because of security concerns.

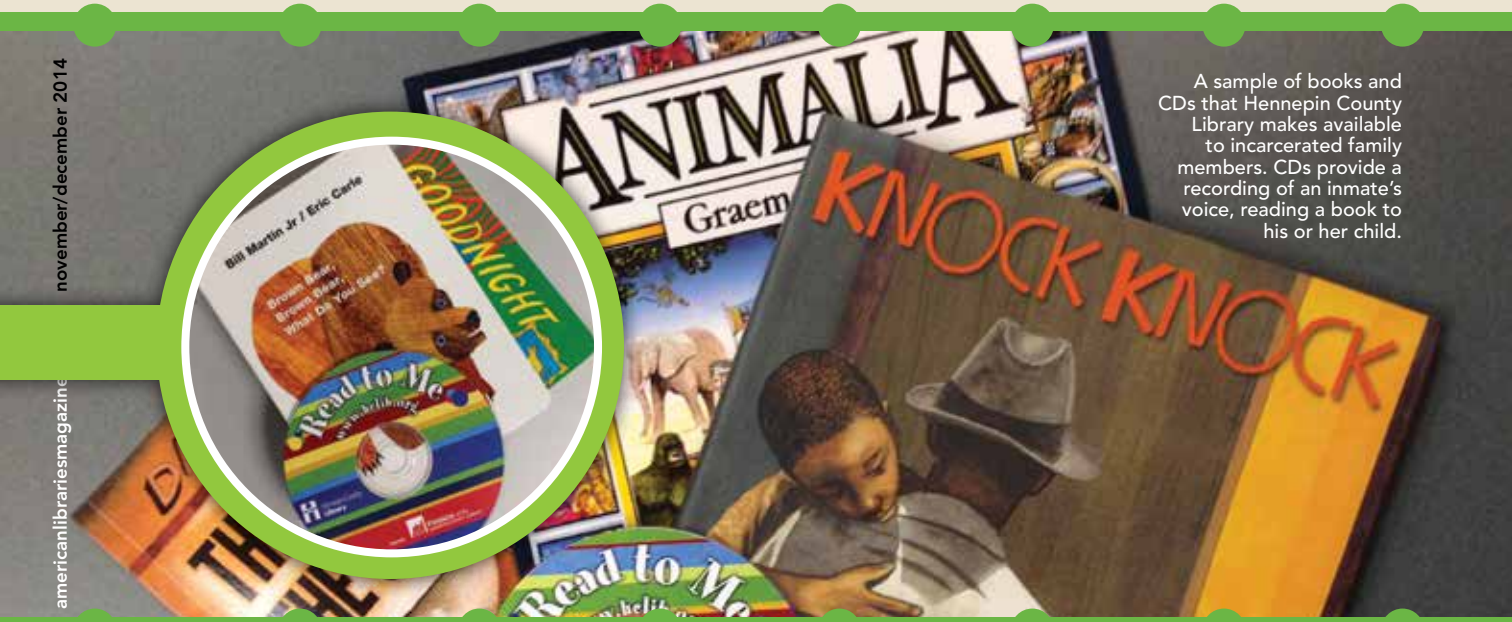
"Programs have to come second," says Ball. "Corrections administrators understand that programs do support their goal of safety and security, but security always comes first."

3. FIND VOLUNTEERS OR STAFF AND TRAIN THEM. While some programs like Read to Me use community volunteers for help, Marcou says he also recruits Hennepin County librarians to run the programs to build connections between inmates and their local libraries. He notes that anyone brought into the corrections setting may need to go through training and background checks to comply with federal and state laws.

4. THINK ABOUT YOUR BUDGET. Marcou says a program like Read to Me can be relatively low budget, depending on how it is run. Funding for Read to Me comes from the Friends of the Hennepin County Library and Target Corporation.

The cost depends on the program's size and frequency. Marcou estimates that the cost for each child is about $5 to buy one to two books apiece, plus another $5 per envelope for postage to send the books and recordings home. Other costs include staff pay for the three program hours that they spend on-site, plus roughly two hours of orientation training. One-time workshops at the jail are also a low-cost option, Marcou says.

5. STICK TO THE RULES. Prison rules may seem imposing or difficult to work with, but Marcou says every rule is there for a reason, and it's important to work within the system. "We always have to be mindful of the fact that it's their house," he says. "Our good intentions are important, but they don't trump prison regulations. If you believe in helping incarcerated parents, you also need to be willing to go through all of the extra steps to do it."



A sample of books and CDs that Hennepin County Library makes available to incarcerated family members. CDs provide a recording of an inmate's voice, reading a book to his or her child.

practice reading them aloud, and record them with digital recorders. During the program, librarian facilitators talk about the library as a resource that can help inmates as they reenter the community, making sure that every inmate has a library card and that any previous fines are waived. Six men and six women participate in the program each month.

The response from the inmates is overwhelmingly positive, saying the program provides them with a bridge to their kids during a difficult time. "I felt the Read to Me experience was a great opportunity to touch base with my child in the wake of my absence," says Joey, a program participant. "It kept me alive when I was unable to be there to read to her."

Joey's daughter had a big reaction as well. "Immediately, her eyes lit up, and she raced full-speed to the [CD player] and bonked her head," Joey says. "She didn't hurt herself, but she bonked her head thinking I was in there."

MORE THAN 2.7 MILLION KIDS HAVE AN INCARCERATED PARENT.

SEEING AN IMPACT

The number of kids with incarcerated parents has increased nearly 80% in the last 20 years, according to data from the Bureau of Justice Statistics. More than 2.7 million children have a parent who is incarcerated, and parents of another 10 million children have been incarcerated at some point. The experience can be profoundly difficult for children, increasing their risk of living in poverty and housing instability, as well as causing emotional trauma, pain, and social stigma. But librarian Sarah Ball, who runs the Daddy and Me program for the New York Public Library and the city's corrections system, says she sees some of that stress melt away when kids are able to come to visit their parent and read their special book together.

"The kids light up when the books come out, which is music to our ears," says Ball. "You actually don't see the struggle in the kids during our family days. The kids want to read the books over and over again. They want to climb all over their parents and just have a good day. They seem much less fazed by the environment than you might expect."

Ball sees the impact of her work not just in the books that are read on a visitation day or sent home but also in making reading aloud part of a family's culture.

"We often hear, 'My parents read to me, and I read to my kids,' or 'I don't read to my kids, and I was never read to,'" says Ball. "It's always pretty lined up. Parents determine whether the habit is passed on or not, and here they're starting that habit."

In that way, programs like these actually serve a library's self-interest: creating new library patrons, says librarian Lindsay Klick, children's librarian at the Stanton branch of the Orange County (Calif.) Public Libraries, who has studied library outreach to correctional systems nationwide.

"When we connect parents and kids to the library, we create new library users for the future," says Klick.

And although many librarians might be reluctant to get involved in the seemingly difficult environment of a prison or jail, Klick says that serving the incarcerated hits on the essential mission of libraries—making information, books, and services available to anyone who needs them.

"The thing we need to remember is that most people are going to get out eventually. They're going to be part of the community," says Klick. "People might be a little bit worried about 'those kinds of people' coming to the library, but we're here to serve everybody. Those are the kinds of people we can serve the most." ▮

RESOURCES FOR FAMILIES DEALING WITH INCARCERATION

Mama Loves Me from Away (Boyds Mills, 2004) by Pat Brisson

Let's Talk about When a Parent Is in Jail (PowerKids Press, 2003) by Maureen Wittbold

Visiting Day (Scholastic, 2002) by Jacqueline Woodson

The Year the Swallows Came Early (HarperCollins, 2011) by Kathryn Fitzmaurice

What Will Happen to Me? (Good Books, 2010) by Howard Zehr

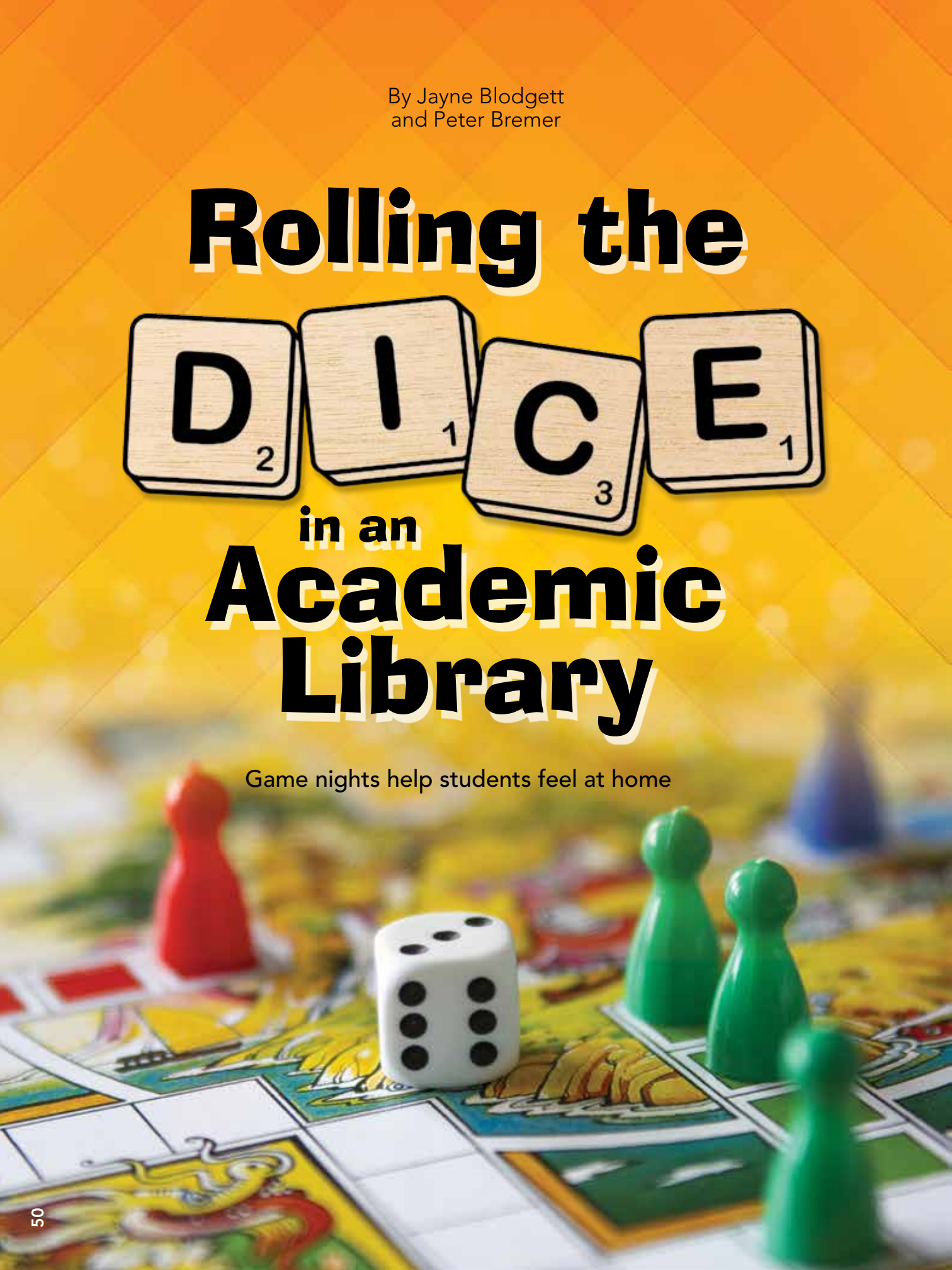
Marcou also highly recommends Sesame Street's Little Children, Big Challenges series, which includes a toolkit for families dealing with incarceration. The series has videos and stories for children as well as resources for care providers and community organizations on how to talk about incarceration, answer questions, and give kids a safe place to express their feelings.

MEGAN COTTRELL *is a writer, blogger, and reporter in Michigan.*

By Jayne Blodgett
and Peter Bremer

Rolling the DICE in an Academic Library

Game nights help students feel at home



A *Twister* tournament kicks off the Welcome Week Game Night at Rodney A. Briggs Library at the University of Minnesota Morris. The challenge is one of the library's most popular events, attracting 75–100 students, on average.

Photo (at top): Rodney A. Briggs Library

Academic libraries usually take their mission seriously, and at the University of Minnesota Morris's (UMM) Rodney A. Briggs Library, we're no different. We offer research assistance, quiet spaces for study, technology, instruction, rich scholarly resources, opportunities for collaboration, and of course, the opportunity for students to challenge our library director to a *Rock 'Em Sock 'Em Robot* battle.

Admittedly, that last event may not be a traditional academic library service. But at Briggs, we've supplemented those traditional services by staying open until late in the evening one Friday every month to offer students the chance to unwind at Game Night @ Briggs Library. During Game Night, students can set aside their papers and presentations and relax with friends over a good board game—with occasional appearances by Princess Leia cupcakes, zombies sitting at study tables, and knots of competitors on *Twister* mats.

During Game Night, students can set aside their papers and relax with friends over a good board game.

Silliness with a purpose

It may all be fun and games, but there's a deeper motive. We saw a need to provide a fun activity on Friday nights and the opportunity to engage with students and the wider campus in a new way. We hoped to attract patrons who don't regularly venture through our doors and make them feel at home in a place usually associated with homework and studying. We also wanted to give students the chance to see the library and its librarians in a different light.

Other academic libraries that have implemented game nights—such as Michener Library at the University of Northern Colorado in Greeley—share this philosophy. "We wanted the event to be as casual and as welcoming as possible," Instructional Services Librarian William Cuthbertson says, "so we tried not to overmanage the students. We set up tables with games around the library, provided clear signage, and put some of our friendliest faces on it."

At the University of North Texas in Denton's Media Library, Media Cataloger Diane Robson says she believes game nights have allowed the library to "reach out and meet new people on our campus." That has resulted in strengthened relationships among students and staff. "Many of the dorm coordinators think of us when they need someone to help cohost an event," Robson says.

Building a collection

Briggs is a small library, and we've had to come to terms with the fact that we can't be everything to everyone. The

A scene from a Game Night at Rodney A. Briggs Library at the University of Minnesota Morris. The library stays open late in the evening one Friday every month to offer students a chance to unwind and become more comfortable in the library.

UMM student center already has videogames that students can play on a large flatscreen TV, so we have focused our Game Night on tabletop games: board games (including *Settlers of Catan, Risk, Clue, Quelf, Cranium, Dixit,* and *Monopoly*) and card games (such as *We Didn't Playtest This at All, Dominion, Fluxx, Gloom, Apples to Apples, Munchkin, Magic: The Gathering,* and the raunchy but popular *Cards against Humanity*). Videogames are also in the mix but are usually limited to multiplayer games like *League of Legends,* an online fantasy game, and *Artemis,* a starship simulation.

In tight budget times, libraries often can't purchase games. This is true at Briggs Library, where most of our games were donated by staffers. In an ironic twist, some generous students lend *us* games for individual Game Nights. Each semester several librarians purchase new games to keep our offerings fresh. We listen to student requests and search online to make our selections, and over the years we've developed a sizable collection. We've chosen not to catalog that collection, so they are available only for in-library use on Game Night.

Collaborating with a variety of student organizations and campus units can help increase participation.

Naturally, different libraries build game events that fit their needs and the needs of their community. While focusing more on tabletop games than videogames was the right choice at Briggs, we've heard from plenty of colleagues at other institutions about the popularity of the videogame programs they've offered. For example, Pepperdine University librarians Marc Vinyard and Jaimie Beth Colvin tell us that *Super Smash Bros.* and *Mario Kart* tournaments that they held in spring 2013 each drew strong participation.

Making it happen

Game Night is all about creating a fun atmosphere with good-natured library staff. We try to keep it simple. Students know how to have fun, so we just give them the tools and the space to make that happen.

Even so, Game Night means extra work since it takes place after the library normally closes. We handle staffing for Game Night on an informal rotation system. Each of the five professional librarians on our staff works two or three Game Nights per semester, with two librarians on duty to help with games and to run the circulation desk. Librarians sign up for the nights that work best with their schedule. The egalitarian arrangement has worked well.

Some of our Game Nights have a special activity that extends beyond the usual gaming options. Past examples include game tournaments, zombie makeup sessions for students going to Zombie Prom, speed dating, scavenger hunts, indoor miniature golf, international games, a Halloween costume parade, and our annual faculty-versus-student Academic Trivia Contest. As an added bonus, all of the librarians offer Game Night activity ideas, so we can generally arrange the schedule to ensure that the person who proposed an activity is on hand to run it.

Some of our ventures are more successful than others, of course. *Magic: The Gathering* tournaments and zombie makeup sessions were big hits, but we had only one student shoot the links in the library for miniature golf, and no one was romantically inclined for a night of speed dating. Learning what

Photo: Rodney A. Briggs Library

we do best has been part of our Game Night evolution.

While we've had the occasional off night, the event is usually very popular. Publicity is a big part of the reason why. We use many methods to get the word out: emails, posters, digital signage, social media, and announcements in the student newspaper, campus calendar, and on the student radio station. We also post pictures after each Game Night on the library's Flickr page.

Collaboration has also been a valuable tool to help plan Game Night and raise awareness and attendance. Over the years we have worked with a variety of student organizations and campus units, including the International Student Association, the Magic: The Gathering Club, UMM Intramurals, and several residence halls and campus apartments. Collaborating with other groups doesn't guarantee a successful Game Night, but it does often help increase participation. It can also make the whole operation more enjoyable and alleviate some of our library staffers' workload.

Briggs Library has also looked beyond the campus for partners. One local comic and gaming store regularly donates prizes for tournaments and recently offered to cosponsor one Game Night every semester. The proprietor even sets up a game-testing table to introduce new games to students.

One final, but not surprising, contributor to success: free food. At each Game Night we offer a variety of highly non-nutritious snacks such as chips, cookies, and pop. We've learned from experience not to put them all out at once so they last throughout the evening.

Reach students early

The start of the semester is one of the best times to reach students and help them be comfortable in the library. At Briggs Library, we partner with the Office of Student Activities and the Office of Residential Life to host a *Twister* tournament during our Welcome Week Game Night. With boards donated by Mattel, this tournament is one of our most popular Game Night events, averaging 75–100 students for the contest itself, in addition to the students who show up to play other games.

Similarly, staff members at Michener Library pulled out all the stops for their inaugural game night in fall 2013, which coincided with the campus's "Bear Welcome" week events. In addition to tabletop games and videogames, activities included a *Clue*-inspired librarywide quest that sent students in search of the Michener Miscreant, and a very special arts and crafts table.

"One of the surprise successes of the event for us was the Moustachery," Cuthbertson says. "We had Andrea Falcome, head of instructional services, staff the mustache-crafting area and the camera. Some of the most enjoyable photos are of student couples and friends wearing their cardboard mustaches."

Meanwhile, the University of Wisconsin–Eau Claire's McIntyre Library hosts nearly 1,000 students during its Welcome Week game night, which includes oversized versions of *Jenga* and *Connect Four,* as well as videogames and board games.

Time and money are often the biggest obstacles to hosting Game Night. Is it worth it? The student feedback we get tells us that it is. The laughter that fills the main floor of the library is one of the sweetest sounds, and the value of creating a fun space for students is well worth the effort and expense. ▮

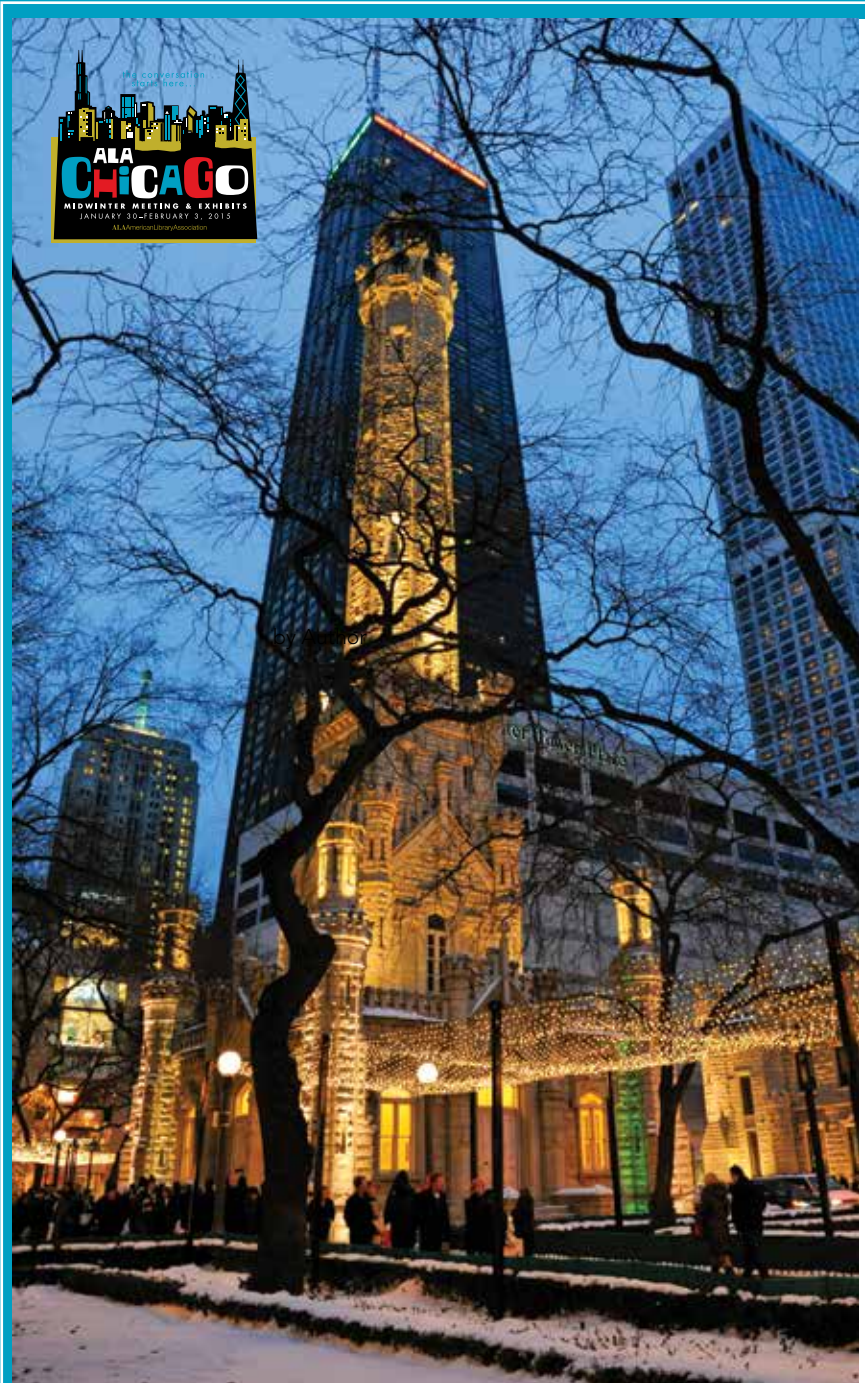
JAYNE BLODGETT *is assistant director and technical services coordinator of Rodney A. Briggs Library at the University of Minnesota Morris.* PETER BREMER *is reference coordinator at Rodney A. Briggs Library.*

Michener Library at the University of Northern Colorado created a mustache-crafting area for one of its game nights.

Photo: Michener Library

Making the Most of MIDWINTER

Tips to take to Chicago, January 30–Feburary 3, 2015



The weather outside may be frightful (or not!), but Midwinter sets a warm scene, providing numerous opportunities to share and engage with colleagues. Midwinter is a time to join the conversation. You can discuss the big picture for libraries, witness policy being made, and learn about solutions to take home.

Staying up to date

Experts will give the latest updates on policy, research, statistics, technology, and more in the **News You Can Use sessions.** Sponsors include ALA divisions and offices, the ALA Digital Content and Libraries Working Group, and high-profile external organizations.

Hear your colleagues describe the latest in-house innovations at the **ALA Masters Series.**

Discuss aspirations for your professional communities in **Kitchen-Table Conversations,** and help make ALA an innovation space where members and staff collaborate and create together.

Harwood Institute coaches present four standalone sessions on **Turning Outward to Lead Change in Your Community** (January 31).

The **Library Unconference** (January 30) and **Library Camp** (February 2) bookend Midwinter by offering the chance to ask questions, network, and reflect on the implications of all these updates.

Follow up or start a small-group

Photo: ©City of Chicago

discussion in the **Networking Uncommons** area.

Speakers

- *Booklist* associate editor Sarah Hunter digs into graphic novels with several of the genre's popular authors and artists, including Gene Luen Yang, Jeff Smith, and Cece Bell, at the **ERT/*Booklist* Author Forum** (January 30).
- Alice Hoffman, author of *Practical Magic,* will be among the names showcasing the **Auditorium Speaker Series** (January 31).
- Join ALA President Courtney Young as she welcomes Mick Ebeling as speaker of her **ALA President's Program** (February 1). On the cutting edge of the maker movement, Ebeling sets out to address seemingly unsolvable medical problems in a very DIY way.

And the winners are...

- Be present as the Reading List, Notable Books, and Listen List selections are revealed, as well as the winners of the Dartmouth Medal for reference, the Sophie Brody Medal for Jewish literature, the Zora Neale Hurston Award for achievement in promoting African-American literature, and the Louis Shores Award for book reviewing, at the **RUSA Book and Media Awards Ceremony and Reception** (February 1).
- Every year, committees of librarians and media experts dedicate themselves to selecting the winners of the **Youth Media Awards** (February 2), which honor books, videos, and other outstanding materials for children and teens. Winners of the Newbery, Caldecott, Printz, and Coretta Scott King are among the prestigious awards and medals that will be announced. Follow results in real-time via **#alayma** or live webcast. Visit ILoveLibraries.org for more information.

Stay connected and informed

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Get the latest on Google+ at bit.ly/alamw15gp

Follow the Pinterest board at pinterest.com/alamidwinter

Keep up on Tumblr at americanlibraryassoc.tumblr.com/

Follow the fun on Instagram at bit.ly/ALAinstagram

Check out the ALA Midwinter Scheduler in November—and look for the mobile app in December—to receive updates, plan and organize your conference time, get tailored recommendations, and create a sharable calendar.

The exhibit hall

With more than 400 exhibitors and hundreds of authors, get the latest on books, products, and technology. Meet authors and enjoy live stages including the **Book Buzz Theater**, **What's Cooking @ ALA Cooking Demonstration Stage**, and the **Pop-Top Stage.** Visit exhibitors.ala.org for an up-to-date list of exhibitors.

Ticketed events

Visit alamidwinter.org/ticketed-events for information about the various **Institutes** being offered for professional development.

Join in for an hour of good, clean, exhilarating fun at **ThinkFit Zumba** (January 31)! A challenging workout for any fitness level that will mix low- and high-intensity moves for a calorie-burning dance fitness party. Tickets: $15 ($20 on-site).

"If you're a *Phantom of the Opera* geek, you'll cherish the ornate, gold leaf interior of the Auditorium Theater. Built in 1889 and gloriously restored, it's a blissful haven from the blustery winds on Michigan Avenue."
—Lesley Williams, head of adult services, Evanston Public Library

"See a show at one of Chicago's amazing music venues, such as Constellation, which has a lot of wonderful jazz and experimental music. Music is a great antidote to the cold!"
—Katherine Litwin, library director, Poetry Foundation

"I'm a big fan of urban hiking, but in the winter months that can be difficult. I like to use the city's Pedway system to explore the Central Business District. You can cover a lot of ground, and it's great people-watching."
—Stacy Wittmann, director, Eisenhower Public Library District

Currents

Elizabeth E. Barker

Ryan Gessner

Ronald R. Heezen

Tom Hyry

■ **Mary Adams** recently retired as nursing and health sciences librarian at the University of Massachusetts Dartmouth Claire T. Carney Library.

■ September 1 **Anthony Auston** was promoted to director of Palatine (Ill.) Public Library.

■ The Boston Athenæum appointed **Elizabeth E. Barker** as Stanford Calderwood director October 1.

■ August 4 **Brook Berry** was appointed director of Weathersfield (Conn.) Library.

■ **Eileen Beveridge** recently became director of the Carnegie Free Library of Connellsville, Pennsylvania.

■ **Kathy Blackburn** retired in August after 32 years as youth services librarian at South Haven Public Library in Valparaiso, Indiana.

■ **Lillian Blomeley** recently became youth services librarian at Robeson County (N.C.) Public Library.

■ **Elizabeth Bromley** was promoted to director of Oconomowoc (Wis.) Public Library effective September 15.

■ August 11 **Jonathan O. Cain** became government information librarian at the University of Oregon Libraries in Eugene.

■ **Vanessa Cain** recently joined McIver's Grant Public Library in Dyersburg, Tennessee, as children's librarian.

■ August 29 **John J. Callahan III** retired as director of Palm Beach County (Fla.) Library System after a 42-year library career.

■ Southwick (Mass.) Public Library promoted **Diane Caruso** to director August 28.

■ **Debbie Clifton** was promoted to director of Holbrook (Mass.) Public Library in August.

■ In August **Janice Del Negro** became 2014–2015 Follett Chair in Library and Information Science at Dominican University in River Forest, Illinois.

■ **Susan D'Ottavio** recently became director of Millville (N.J.) Public Library.

■ **Christian DuPont** became Burns Librarian and associate university librarian at Boston College September 1.

■ August 26 **Hannah Farmer** started as youth services librarian at Seguin (Tex.) Public Library.

■ In June **Jim Fish** retired as director of Baltimore County (Md.) Public Library in June.

■ August 4 **Bruce Gay** became director of the Milwaukee County (Wis.) Federated Library System.

■ Middle Country Public Library in Farmingville, New York, recently appointed **Ryan Gessner** as assistant director.

■ **Janine Golden** became associate professor in the Master of Management in Library and Information Science Program at the University of Southern California's Marshall School of Business in Los Angeles August 15.

■ **Erin Haley** became director of Payette (Idaho) Public Library August 25.

■ August 15 **Bob Harris** retired as director of Helen Plum Memorial Library in Lombard, Illinois.

■ September 2 **Ronald R. Heezen** became executive director of Las Vegas–Clark County Library District.

■ August 18 **Heidi Hoks** became director of Carver County (Minn.) Library.

■ In August **Kathy Holst** retired as executive director of Huntington (Ind.) City-Township Public Library.

■ In September **Tom Hyry** became Florence Fearrington librarian at Harvard College Library's Houghton Library in Cambridge, Massachusetts.

■ **Deborah W. Kelsey** became director of Gloucester (Mass.) Lyceum and Sawyer Free Library in August.

■ In September **Jeffrey R. Krull**, director of Allen County (Ind.) Public Library since 1986, retired.

■ **Barbara Kruser** became director of Helen Plum Memorial Library in Lombard, Illinois, August 18.

■ In September **Patrick McDonald** became director of Elk Grove Village (Ill.) Public Library.

■ **Nancy McIntosh** retired in August as librarian at Ripley (N.Y.) Free Library.

■ **Paula Miller** became director of Baltimore County (Md.) Public Library in August.

■ **Susan Mitchell** joined Onondaga County (N.Y.) Public Library as executive director in August.

■ **Joyce Moore** became youth services librarian at Yankton (S. Dak.) Community Library August 18.

■ **Jennifer Murray** resigned as Wilkes County (N.C.) librarian to become director of South Burlington (Vt.) Community Library August 5.

■ **Mike O'Connor** retired August 1 after 40 years as reference librarian at Marathon County (Wis.) Public Library.

■ August 4 **Nate Oliver** joined Columbus (Ohio) Metropolitan Library as chief operating officer.

■ **Jill Owens** resigned as

director of Columbus (Neb.) Public Library September 5.

■ **Emma Oxford** joined Rollins College's Olin Library in Winter Park, Florida, as science librarian August 18.

■ The University of Oregon Architecture and Allied Arts Library in Eugene appointed **Martha Gonzalez Palacios** art and architecture librarian September 15.

■ **Amy B. Popp** joined the Tuscan School in the South Orange–Maplewood (N.J.) School District as library media specialist.

■ August 6 **Elizabeth Potts** retired as director of Maury County (Tenn.) Library after 47 years of service.

■ **Ingrid Ruffin** became student success librarian for first-year programs at the University of Tennessee Libraries in Knoxville August 1.

■ **Anna Sandelli** joined the University of Tennessee Libraries in Knoxville as student success librarian for undergraduate user experience August 1.

■ **Gretta Siegel** retired as science librarian and professor at Portland (Oreg.) State University in September.

■ **Casey Sirochman** left as director of Carnegie Free Library of Connellsville, Pennsylvania, August 15 to become a librarian at the Indiana University of Pennsylvania.

Emma Oxford

Victoria Strickland-Cordial

■ Allen County (Ind.) Public Library named **Greta Southard** director August 4.

■ **Rick Stoddard** joined the University of Idaho Library in Moscow as head of user and research services in August.

■ August 1 **Victoria Strickland-Cordial** was appointed director of Chesapeake (Va.) Public Library System.

■ In August **Susan Strunk**, director of Palatine (Ill.) Public Library District, retired after 26 years of service.

■ August 11 **Amy Taylor** became Merced County (Calif.) librarian.

■ August 1 **Tina Theeke** retired as director of Farmington (Mich.) Community Library.

■ **Kit Ward-Crixell** left New Braunfels (Tex.) Public Library as youth services librarian for a similar position at Port Townsend (Wash.) Public Library.

At ALA

■ **Elaine Klimek** retired as senior administrative assistant for the Finance and Accounting department August 15 after 30 years at ALA.

■ **Kristin Lahurd** joined the Office for Diversity/Office for Literacy and Outreach Services as literacy officer June 30.

■ **Anna Lam** became communications specialist for YALSA August 4.

■ June 23 **Alicia "Alee" Navarro** became meetings coordinator for Conference Services.

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

OBITUARIES

■ **Julie Brincat,** 70, librarian at Arbuckle (Calif.) Elementary School until her 2009 retirement, died August 3.

■ **Lois Mai Chan,** 80, professor at the University of Kentucky School of Library and Information Science for 40 years, died August 20. She was also author of 10 books on cataloging and received the Margaret Mann Citation for outstanding professional achievement in cataloging and classification in 1989.

■ **Judith Hopkins,** 80, cataloger at the University at Buffalo for 27 years until her 2004 retirement, died August 8. She was the list owner for the AUTOCAT cataloging and authorities discussion group, and received the 2006 Margaret Mann Citation for outstanding achievement in cataloging and classification.

■ **Ann E. Kirkland,** a consultant at the California State Library from 1967 to 1989, died in August. She had previously served as a branch librarian at San Diego Public Library.

■ **Cal Melick,** 66, a public services librarian at Washburn University in Topkea, Kansas, died August 13.

■ **Frank Mols,** 64, director of the Vernon and Doris Bishop Library at Lebanon Valley College in Annville, Pennsylvania, died August 14.

■ **Charles T. Payne,** 89, assistant director for systems at the University of Chicago Library until his 1995 retirement, died August 1.

■ **RuthAnn F. Pfeifer,** 87, leader of the Germanic Team of the History and Literature Cataloging Division at the Library of Congress, died July 29.

■ **Nadia Sophie Seiler,** 36, rare materials cataloger at Folger Shakespeare Library in Washington, D.C., died August 15. She was recognized for her skill at deciphering writing from the Elizabethan era.

Outcomes-Based Futures

Keeping our eyes on the prize

by Linda W. Braun

Three-dimensional printers, apps, social networks. It's easy to get caught in the trap of responding to the newest technology or educational stratagem when planning your program of service for youth and their families. Instead, start by thinking about the impact you want to have on children and teens and develop services that support those. For example, instead of focusing on bringing youth and families into the library because you have a 3D printer, focus on what you want young people to learn by using those printers. Ask yourself what impact the library can have on the lives of young people by making these printers available. The answer to that question will help you to define services related to that technology.

Ask yourself what impact the library can have on the lives of young people.

Impacts don't rely on the use of specific tools. Staff members may need to integrate new tools in order to reach goals, but a program or service should not be built around tools. Rather, tools of a variety of kinds are brought in to achieve predetermined impacts or what are often referred to as "outcomes." That means no matter what new thing comes along, library staffers are able to make good choices about what will best serve youth and families because they have already determined long-term outcomes.

Consider this example: Research on Generation Z (the generation of young people born since 1995) demonstrates that young people have a strong entrepreneurial spirit. Many tweens and teens of this generation are launching businesses for the contemporary world (app development, gaming-centered, or digital-retail focused). It's easy for library staff members to center on only the tools that teens use for these endeavors and develop programs that support the use of these tools.

While it's important to help teens gain skills in using technology, if you focus on outcomes, you'll be able to support teens in gaining business skills no matter what tools are available at the moment. A library impact for services for teen entrepreneurs might be: Through the entrepreneurial programs and services the library provides to teens, the age group will demonstrate financial literacy skills that will help them to develop budgets and manage their revenues for long-term success.

In 2014 and 2015, the way teens gain those skills might involve technology tools that will no longer be relevant in 2017. That doesn't mean you don't work toward the same impact in 2017. It just means that the tools you help teens use to reach that desired outcome are different. In other words, what you support in the future doesn't change completely because technology changes. That means you can create sustainable and flexible services that change with the times but that are always focused on the same outcomes.

To gain more ideas on how to look at the future through an outcomes-based lens, try these resources:

- **"The Future of Library Services for and with Teens: A Call to Action."** This report published by the Young Adult Library Services Association earlier this year provides an overview of the current and future library needs of teens. Much of what the report focuses on—from workforce development to digital literacy—is fodder for developing your library's outcomes;
- **"Millennials Are Old News: Here's What You Should Know about Generation Z."** Young people today live in a world that is different from the one many readers of this *Business Insider* article grew up in. Learning about Generation Z is one way to get started in making sure the outcomes your library develops are focused on the youth of today and tomorrow;
- **"How to Prepare Students for 21st Century Survival."** This TeachThought piece focuses on skills young people need even if we aren't sure what future opportunities will be available to them. These skills can help library staffers define which impacts to focus on.

LINDA W. BRAUN *is youth services manager at Seattle Public Library, an adjunct faculty member of the Simmons College Graduate School of Library and Information Science in Boston, and a past president of ALA's Young Adult Library Services Association.*

Statement of Ownership, Management, and Circulation

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Other classes mailed through the USPS: Average 26; Actual 37

Free distribution outside the mail: Average 1,090; Actual 1,711

Total free distribution: Average 1,116; Actual 1,748

Total distribution: Average 54,694; Actual 57,125

Copies not distributed (office use, leftovers, spoiled): Average 4,578; Actual 4,487

Total: Average 59,272; Actual 61,612

Percent paid and/or requested circulation: Average 97.96%; Actual 96.94%

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Career Leads, American Libraries, 50 E. Huron St., Chicago, IL 60611; fax 312-337-6787.

Librarian's Library

The Convergence of LAMs

by Karen Muller

The missions of libraries, archives, and museums (LAMs) converge with a common purpose: preserving our cultural heritage. To fully understand the past, it is important to look at materials collected by LAMs as a whole, with each institution complementing the other. Artifacts in a museum should be viewed along with the source materials in an archive and the discussion or application of the learning in a library. These books cover aspects of administering LAMs, along with the ways in which resources in LAMs might be used to support education or personal entertainment.

Rare book collections are not just limited to well-known libraries—they may be present in any size or type of local history collection, or special collection surrounding an event of importance to the larger community. Sidney E. Berger's *Rare Books and Special Collections* is a handbook to help administrators understand the special aspects of these collections. It is a thorough treatment of both technical and practical considerations in working in a special collection. Each area—operations, fundraising, legal issues, book collecting, and bibliography—is clearly and authoritatively written, with illustrations and illustrative sidebars, plus bibliographies for further investigation or deeper knowledge.

INDEXED. NEAL-SCHUMAN, 2014. 560 P. $129.
978-1-55570-964-8

To fully understand the past, it is important to look at materials collected by LAMs as a whole.

Daniel A. Santamaria's *Extensible Processing for Archives and Special Collections: Reducing Processing Backlogs* provides a road map, with case studies, for preparing a baseline description of an archival holding so it can be discovered and used, and for extending the information as it is being used. Extensible processing builds on archival practices while incorporating current standards for description and needs for accommodating digital collections.

INDEXED. NEAL-SCHUMAN, 2014. 248 P. $75.
978-0-8389-1257-7

Discovery of collections is also enhanced through linked metadata. In *Linked Data for Libraries, Archives, and Museums: How to Clean, Link, and Publish Your Metadata,* Seth van Hooland and Ruben Verborgh provide technical details of one of the drivers of the LAMs convergence: digitization of collections and building connections between the images of the artifacts, the scans of the texts, and the finding aids in the archives.

INDEXED. NEAL-SCHUMAN, 2014. 272 P. $88.
978-0-8389-1251-5

Two books explore aspects of museum management with potential applications in a library setting. A library or archive with special collections may be interested in enhancing the visitor's experience by applying the guidance in *Manual of Museum Exhibitions,* edited by Barry Lord and Maria Piacente. In *Multiculturalism in Art Museums Today,* edited by Joni Boyd Acuff and Laura Evans, essays explore how a museum can follow a library's example and lead the way as a community change agent by collaborating with diverse audiences and using educational programs to reach out to patrons.

INDEXED. ROWMAN & LITTLEFIELD, 2014. 456 P. $75. PBK. 978-0-7591-2270-3
(ALSO AVAILABLE AS AN EBOOK.)
INDEXED. ROWMAN & LITTLEFIELD, 2014. 380 P. $75. 978-0-7591-2410-3
(ALSO AVAILABLE AS AN EBOOK.)

But why should a library with a public mission collect unique or rare objects? *Interacting with History: Teaching with Primary Sources,* edited

by Katharine Lehman, looks at how special collections are used as teaching resources at the Library of Congress. In addition to the descriptions of the digital collections and finding aids available from LC, there is guidance on how to select age-appropriate materials that support the classroom curriculum, with sample lessons. The final chapter focuses on finding history resources locally—and that is where the regional archives and museums, as well as specialized holdings of public libraries, come in. There are tips on finding the collections, identifying useful content, and incorporating the collections into teaching. Flipped, this chapter might also be a guide for the librarian seeking to develop partnerships with community schools.

INDEXED. ALA EDITIONS, 2014. 136 P. $46.
978-0-8389-1205-8

Libraries also serve to entertain, as witnessed by the emergence of makerspaces in libraries in recent years. Rare book librarian Jessica Pigza's *BiblioCraft: A Modern Crafter's Guide to Using Library Resources to Jumpstart Creative Projects* is just what the subtitle says. The 20 featured projects draw inspiration from historical material available in libraries and utilize a range of crafts—calligraphy instructions adapted to crewel embroidery, for example. The author includes a guide to finding and using libraries, along with a brief copyright primer to ensure that images and other inspirational content are used legally.

INDEXED. STC CRAFT, 2014. 208 P. $27.50.
978-1-61769-096-9

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

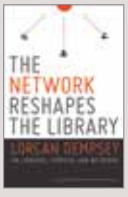
THE BESTSELLERS LIST

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

TOP 3 IN PRINT

1. Maxwell's Handbook for RDA: Explaining and Illustrating RDA: Resource Description and Access Using MARC21
Robert L. Maxwell
Winner of the 2014 ABC-CLIO Library Publishing Award, Maxwell's book applies the new cataloging rules in the MARC21 environment for every information format.

2. Intellectual Freedom for Teens: A Practical Guide for Young Adult and School Librarians
Kristin Fletcher-Spear and Kelly Tyler
Using examples of censorship battles in both school and public libraries to illustrate possible scenarios, this guidebook gives YA librarians the foreknowledge and support to ensure intellectual freedom for teens.



3. The Network Reshapes the Library: Lorcan Dempsey on Libraries, Services, and Networks
Lorcan Dempsey, author; Kenneth J. Varnum, editor
In a compendium that library planners, administrators, and those interested in technology will find enduringly stimulating, Varnum offers an expertly curated selection of entries from library visionary Dempsey's blog.

TOP 3 IN EBOOKS

1. The Top Technologies Every Librarian Needs to Know: A LITA Guide
Kenneth J. Varnum, editor
Varnum and his handpicked team of contributors show library technology staff and administrators where to invest time and money to receive the greatest benefits.

2. Information Literacy Instruction That Works: A Guide to Teaching by Discipline and Student Population, 2nd edition
Patrick Ragains, editor
In this new edition, featuring more than 75% new content, Ragains and 16 other library instructors share their best practices for reaching out to today's unique users.

3. The Personal Librarian: Enhancing the Student Experience
Richard Moniz and Jean Moats, editors
This book explores the concept of the personal librarian, an approach that focuses on customizing information literacy by establishing a one-on-one relationship between librarian and student, from enrollment through graduation.

Mining Databases

AdisInsight Monitors the Drug World

Academic, hospital, and special libraries dealing with pharmacy, psychology, and clinical chemistry programs may want to consider adding an Adis database.

AdisInsight is a database for drug development and research, disease treatment, and decision making based on data developed by Adis, a publisher of drug information. Its tools allow for monitoring drug development, trials, and safety. AdisInsight content is curated and written by scientists who review, assess, and summarize data across all available sources, allowing researchers to access information most relevant to their work.

AdisInsight offers four databases: *AdisInsight–Drugs* tracks and evaluates drug development worldwide; *AdisInsight–Trials* monitors global clinical trials and connects presented trial results; *AdisInsight–Safety* keeps researchers informed of published adverse drug reaction case reports, drug safety studies, and regulatory news; and *AdisInsight–Deals* advises on agreements between organizations involved in drug development. The databases are accessible via an intuitive interface with integrated searching that gathers information from all four databases in a single search and a query builder that allows users to construct complicated searches.

The AdisInsight platform links to the SpringerLink content platform, enabling patrons to use a single login to access both platforms. Librarians can also measure usage statistics and manage their subscription through the interface.

AdisInsight content packages and customizable purchase models built around specific requirements are available. For more information, visit springer.com/gp/adis/products-services/adisinsight-databases.

SkyRiver Simplifies Access

SkyRiver from Innovative is a full-service cataloging utility that allows libraries and catalogers to simplify workflows, increase efficiency, and improve discoverability and access to collections.

SkyRiver provides unlimited, one-click access to a growing database of more than 46 million unique, high-quality MARC records from the Library of Congress and CONSER, supplemented by metadata from SkyRiver customer libraries and hundreds of other contributing libraries. Matching algorithms minimize duplicate and substandard record results, allowing for efficient cataloging and searching. Subscribing libraries can maintain local preferences with

EBSCO **PROVIDES DEEP SEARCHES**

Product: EBSCO Discovery Service (EDS)

Details: EDS is two things: It is a single index composed of articles, encyclopedias, ebooks, images, and primary sources from hundreds of different sources that serve as the foundation of EDS. And it's a search platform that provides access to that content, as well as an institution's entire collection, via a single, customizable entry point.

User: Tobi Fineberg, high school librarian, the Dalton School Goldman Library, New York City

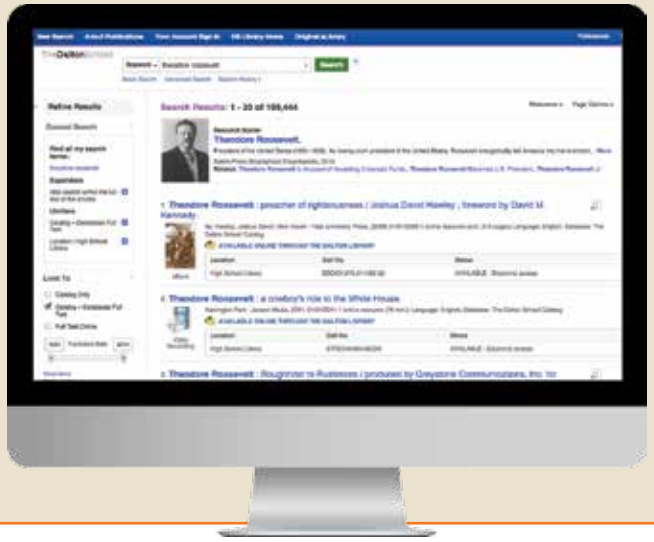
How does the Dalton School use EDS? In addition to many EBSCO databases, we use EDS as an overlay to our library catalog as well as many other databases. Patrons can search for items within the library and within most of our digital resources at the same time.

How does EDS serve the Dalton School's needs? Providing a comprehensive search capacity enhances our teaching of research methods by making obvious the different types of resources available, while instructing students how to organize their thoughts and find the information they need. Conversely, the breadth of materials offers new ways to consider expanding or adjusting one's research during the process.

What are the main benefits of using EDS? EDS provides students with expansive results, similar to what they find with a Google search but composed completely of academic and authoritative resources. We pitch this to students as a way to improve the quality of their work, while saving them the time that they would ordinarily devote to evaluating sources on Google.

What would you like to see improved or added to the service? EDS is a relatively new product. Improvements are made on an ongoing basis, but I would most like to see all of our databases included as EBSCO partners so they can be searched concurrently.

Editor's note: We reached out to Gar Sydnor, EBSCO's vice president for discovery innovation, to address some of Tobi Fineberg's comments. "EBSCO is very excited to work with schools like the Dalton School to help students cultivate their research skills," Sydnor said. "While the list of potential content providers available in EDS is substantial— including large providers such as Gale—demand for new content grows as the service gains in popularity. We are busy implementing new providers and datasets every week to ensure that students enjoy access to all the resources that a library may offer."



SkyRiver's advanced functionality options and customizable interface.

SkyRiver's cataloging services offer expedited record requesting, with responses within 48 hours; provide optional ongoing search for difficult-to-locate records, which alleviates repeat requests; offer optional cataloguing in publication record-upgrade notification; allow for vendor processing of shelf-ready material; and create a streamlined work flow from ordering to receiving to cataloging. SkyRiver is certified as a NACO Exchange Partner in the Library of Congress Program for Cooperative Cataloging (PCC) and is an active participant in PCC policy discussions.

SkyRiver is available at an annual, flat-rate subscription cost that includes 24-hour customer service. For more information, visit iii.com/products/skyriver.

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

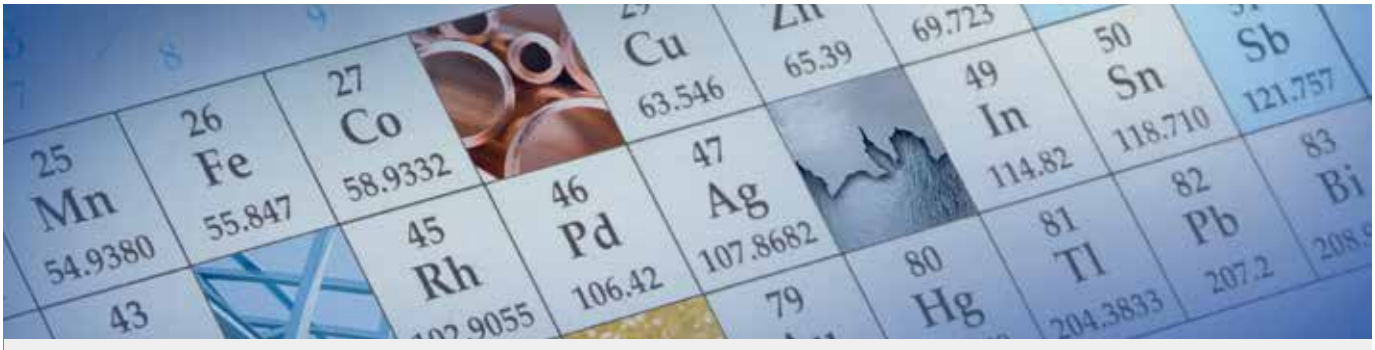
NATIONAL PASTIME

INSIDE THE BASEBALL HALL OF FAME

The National Baseball Hall of Fame and Museum in Cooperstown, New York, celebrated its 75th anniversary this year. Since its opening in June 1939, the Hall has served as the cornerstone of baseball, honoring the sport's greats and marking its significance in history over the years. Pictured here, James L. Gates Jr., library director, holds the promissory note for the sale of Babe Ruth from the Boston Red Sox to the New York Yankees in 1920. The Red Sox did not win a World Series for more than 80 years after the sale, while the Yankees enjoyed tremendous success. "We like to refer to this as a 'Curse of the Bambino' document," Gates says. Behind him, in the Hall's collection storage area, is a rack of bats from a variety of historic baseball events. The rack includes bats from Ruth, Honus Wagner, and Ichiro Suzuki.

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

Photo: Milo V. Stewart Jr./National Baseball Hall of Fame



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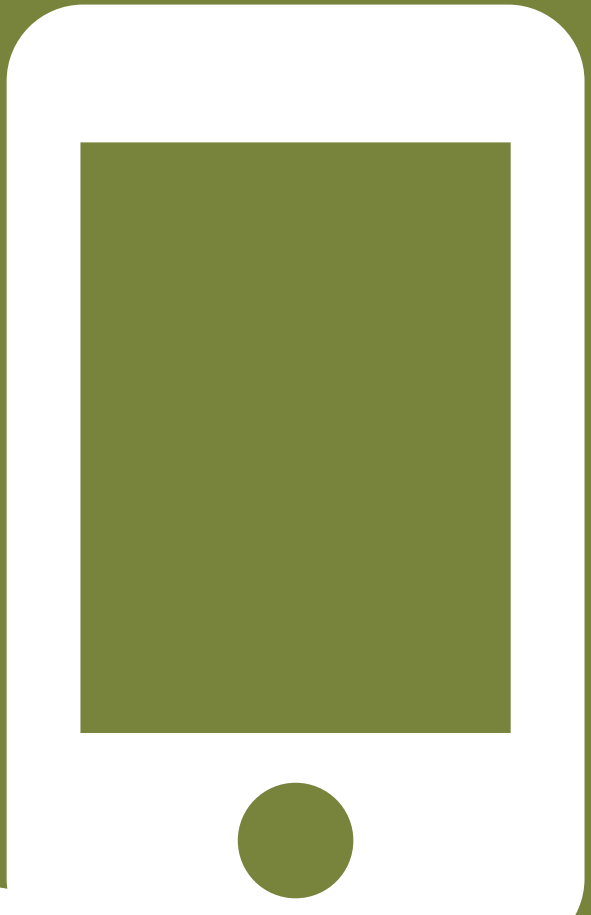

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